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ABSTRACT

The conference proceedings presented in this report document successful strategies for meeting the child care needs of school-age children and stimulating new ways of thinking about the provision of school-age child care. The first part of the report gives a historical perspective of Maryland's activity in school-age child care. The second part contains keynote speeches presented by prominent experts who addressed the conference. The third part recounts the school-age child care success stories of three Maryland counties: Montgomery, Prince George, and Charles. The fourth and final section provides presentations made by workshop panel members. Topics of the workshops include: the roles and responsibilities of public and private organizations in school-age day care; creative funding and resource options; facilities and transportation; policy and administrative considerations in the development of school-age child care services; and models of coordination and collaboration among public agencies and between the public and private sectors. Lists of conference planning, presenters, and participants conclude the report. (RJC)

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SCHOOL-AGE CHILD CARE

The Challenge and the Promise

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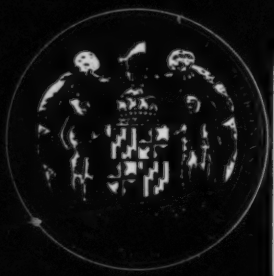

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Governor's Conference
December 5 and 6, 1988

SCHOOL-AGE CHILD CARE

The Challenge and the Promise

CONFERENCE PROCEEDINGS

Edited by Barbara Schuyler-Haas Elder

GOVERNOR'S OFFICE FOR CHILDREN AND YOUTH
STATE OF MARYLAND
WILLIAM DONALD SCHAEFER, GOVERNOR

Governor's Office for Children and Youth, Baltimore 21201

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FOREWORD

The Governor's Conference on School-Age Child Care was Maryland's first statewide meeting of public officials and advocates to focus on school-age child care. It brought together decision makers from across the state to chart a course for action. Governor William Donald Schaefer opened the conference and expressed his commitment and support. Experts presented papers and discussed issues with conference participants. A statewide network emerged with renewed determination to further the development of school-age child care services. For some jurisdictions this will mean the establishment of their first school-age child centers; for others it will mean the expansion of existing services. Still others will focus on improving the quality of their resources.

Bringing "School-Age Child Care: The Challenge and the Promise" to fruition was an endeavor that involved long hours of work in planning the format and in coordinating activities with individuals and organizations across the state. Even though the charge was challenging, it allowed for the inclusion of various points of view and for personal contacts with many committed professionals and volunteers concerned with issues of school-age child care services. The question no longer is *should* we provide school-age childcare but *how* will we make it available to Maryland's families in need. The state's social and economic health depends on our response.

Governor Schaefer and the Office for Children and Youth are pleased to present this publication. We believe that the information it provides will be useful to those who are working to increase the availability of quality, affordable, school-age child care in communities across Maryland.

Dorothy V. Harris, ACSW, LCSW
Director
Governor's Office for Children and Youth

PREFACE

In 1987 the Maryland General Assembly passed House Bill 1071 (Art.49D, §4B, Annotated Code of Maryland) which required all jurisdictions in the state to conduct a needs assessment for school-age child care. In addition to collecting statistical data, local officials were directed to examine all aspects of school-age child care and to recommend ways to provide the service in their jurisdictions. Twenty-one of the state's twenty-four jurisdictions completed the assessment.

As a follow-up to the needs assessment, the Governor's Office for Children and Youth, the Department of Human Resources, and the State Department of Education co-sponsored the first Governor's Conference on School-Age Child Care on December 5 and 6, 1988. Titled "School-Age Child Care: The Challenge and the Promise," the conference was designed to foster the development of school-age child care in Maryland by providing information on model programs and policies; offering technical assistance and resource materials; and encouraging networking among local officials.

County executives, school superintendents, and school board members were invited to the conference as were legislators, state and regional licensing officials, and advocates. Governor Schaefer spoke of his strong commitment to school-age child care. Well known national and local experts shared their experiences in planning and implementing successful school-age child care programs. Workshops provided information on topics ranging from quality programming, funding options, and facility development to political strategies and collaboration between the public and private sectors.

The proceedings that follow serve both to document successful strategies for meeting the child care needs of school-age children and to stimulate new ways of thinking about the provision of school-age child care. Part One gives an historical perspective of Maryland's activity in school-age child care. Part Two contains the keynote speeches presented by the nationally prominent experts who addressed the conference, while Part Three recounts the school-age child care success stories of three Maryland counties. Part Four consists of the presentations made by workshop panel members.

Maryland must be a national leader in recognizing the connections between quality school-age child care, academic achievement, and a capable workforce. Through your investment in the development of school-age child care services you will be helping to solve a problem that affects the welfare of children, families, and communities.

William Donald Schaefer

Governor

PART ONE

THE INTRODUCTION: MARYLAND'S SCHOOL-AGE CHILD CARE STORY

Maryland was one of the earliest states in the country to recognize the need of care for school-age children during their out-of-school hours when parents are unavailable. The introduction describes the problem and traces Maryland's response.

PART ONE

Maryland's School-Age Child Care Story

Barbara Schuyler-Haas Elder

Families and communities across the country are struggling to find ways and means to care for school-age children when schools are not in session and parents are unavailable. The search has resulted in care that ranges from children remaining at school until parents come for them to centers with all the components found in a quality program. All are loosely referred to as school-age child care. The following serves as a definition of our subject.

> School-age child care is a family service that provides care for children between the ages of four and fourteen who are attending school. Care is available as needed before and after school, all day on nonschool days and during school vacations, on a year-round basis. The program is designed to meet the children's developmental needs; it complements and supplements the home and school. Parents are involved and community resources utilized.

The Need for School-Age Child Care

It is projected that by the year 1995 nearly three-quarters of all children between the ages of four and fourteen will have mothers in the workforce who are not at home when school is out. The percentage will increase as plans are implemented to reach welfare mothers and direct them to job training and subsequent employment. Yet another population of children

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Ms. Elder, Child Care Specialist in the Governor's Office for Children and Youth, is the former director of the Institute for School-Age Child Care and co-author of *Half a Childhood: Time for School-Age Child Care*.

has parents who are physically or psychologically impaired. Many of these parents, too, are not available to their children. Good judgment dictates that when parents are absent, another adult caregiver must be there for the child. Unless we assure that our children have adult guidance and supervision during their vulnerable growing-up years, we risk placing the social and economic health of the state in jeopardy. How we respond to the challenge will reflect not only our concern for society's well-being but the extent of our human kindness.

In generations past the family had responsibility for the child when he/she was not under the supervision of the school. Though school acted as a socializing agent, the strongest influence on the development of the child's moral code—his/her attitudes and behaviors—came from parents and other family members. This responsibility remains with today's families; but because many parents have less time to spend with their children than did parents of a generation ago, they need outside help in meeting their parental responsibilities.

The problem of unattended children has been escalating as women enter the workforce in record numbers and welfare reform spreads throughout the state. The recognition that "at risk" children benefit from the service adds to the numbers. But social planners and others including parents have been slow to accept that school-age children need care during out-of-school hours. Many still think that it is a short time from the end of the school day until parents return and that the child can spend the time alone. In most cases this is not so. Over the period of a calendar year this time alone can be twice the amount of time a child spends in school. Unattended children are not safe either physically or psychologically. Studies document their fears and anxieties during the hours awaiting parents. Frequent accidents and fires are reported in the homes of children alone. Teachers note that the "latchkey" children (wearing keys to open the doors of their empty homes) are the most troublesome in the classroom. Those not "locked in" may be in the streets or in others' unsupervised homes, having age-inappropriate experiences, finding questionable role models. The dangers are many: experimentation with alcohol and drugs and sex, exploitation by older children and adults, various delinquent activities.

School-Age Care in Maryland

Until the early seventies there was little planning in Maryland (or anywhere in the country) to meet the care needs of school-age children. Several private schools accommodated working parents and allowed children to remain until the end of the workday, but the program for them was minimal and parents had to make plans for nonschool days. Recreation centers noted that many children appeared as soon as school was dismissed and remained until parents came for them at the end of the workday. Librarians found that children were spending uncommonly long hours in the libraries on school days. Some preschool day care centers allowed former enrollees to return after they had graduated, but activities usually were not geared to the older child's interests and abilities. Most schoolagers were in family day care homes along with the infants and toddlers. Fortunate were the families who worked shifts and could arrange to cover nonschool hours, or mothers whose work hours coincided with school hours and days.

Baltimore City, Howard County, and Montgomery County were the first jurisdictions in Maryland to respond to the long-neglected family service of school-age child care. In 1972 the first centers were established specifically for the five- to fourteen-year-old in terms of equipment, program, and staffing. The late seventies and early eighties found Baltimore County, Prince George's County, and Anne Arundel County following suit. Each county developed its own approach to the service with variations in the lead agency, center sponsorship, program sites, and extent of hours and days of care. Maryland's record of expansion has been impressive. In 1982 there were places for some 4,250 children in school-age child care centers and extended day programs. As of 1986 there were 611 licensed centers for the age group, with a capacity of more than 10,000.

Much of the growth of school-age child care in Maryland can be attributed to state government initiatives over the years. The Department of Human Resources (DHR) Social Services Administration began to establish purchase-of-care contracts with school-age child care centers during the early seventies. Regulations for center licensing were promulgated by the Department of Health and Mental Hygiene. The State Department of Education instituted a program that grants funds to local recreation departments for after-school activities in school space. The Institute for School-

Age Child Care was established in 1983 with a one-year-only grant from the Department of Human Resources. The coursework the institute developed to prepare staff to work in centers continues to be taught in several county community colleges; its public awareness campaign and technical assistance sowed the seeds for much of the activity in the field today. Most recently, DHR's Social Services Administration was given the responsibility to administer the Federal Dependent Care Development Grant program. Legislation also has given an assist to the movement.

... School space:	Schools are to give priority for usable space to child care programs.
... Unattended children:	It is a misdemeanor to leave children under eight unattended or in the care of another under age thirteen.
... School space and licensing:	Physical requirements for schools meet physical requirements for licensing school-age child care centers.

School-Age Care Initiatives

As mayor of Baltimore, Governor Schaefer recognized the value of school-age child care in the continuum of child care services. He established the Mayor's Office for Children and Youth and included a position that was to be concerned solely with the expansion of school-age child care centers in the city. This was a "first" in the country for a city the size of Baltimore. As Governor, he has continued to support school-age child care.

In 1987 the Maryland General Assembly passed House Bill 1071 which required all jurisdictions in the state to conduct a needs assessment of school-age child care. In addition to collecting statistics, local officials were required to focus on the issue and to note its importance in their communities. The assessment found that many jurisdictions had been addressing the issue in a variety of ways, yet with many similarities in approach. Also, even though resources have been increasing across the state, the need continues to exceed the supply in most localities.

The Governor's Conference, School-Age Child Care: The Challenge and the Promise, was held in December of 1988. Co-sponsored by the Gov-

ernor's Office for Children and Youth, the Department of Human Resources, and the Maryland State Department of Education, it was designed to build on the counties' needs assessments. The purpose was to foster the development of school-age child care in Maryland by providing information on model programs and policies, offering technical assistance and resource materials, and encouraging networking among local officials. County executives, school superintendents, and school board members were invited, as were legislators, state and regional licensing officials, and advocates. Governor Schaefer spoke of his strong commitment to school-age child care. Presenters from out-of-state reported on the national scene, and county representatives shared their successful experiences. It was a major event in Maryland's chronicle of social concern.

Understandings to Build On

There is much to be learned from the conference proceedings; several concepts appear and reappear throughout the book.

- It is important that top-level officials recognize the service need and service benefits.
- An inter-agency planning committee of the public and private sectors is most effective.
- There are many local resources that can be combined, expanded, or modified to provide programs.
- Programs must be available when families need them if they are to be useful.
- Quality programs depend primarily on quality staff; quality staff depends primarily on staff training.
- Cost of service is best shared by family, government, and the private sector.
- Jurisdictions can borrow from others as they develop their own service configurations.
- School-age children deserve as much consideration for care plans as do other age groups.

Those who accept the challenge will achieve the promise, with all of the social and economic benefits that accompany quality school-age child care that is affordable and available to Maryland's families.

PART TWO

AN OVERVIEW OF SCHOOL-AGE CHILD CARE

Part Two presents the conference papers that contain information essential to the development of a sound statewide network of school-age child care services. Before making a commitment of time, energy, and resources, planners and decision makers must have a basic understanding of the issue. They need to have their questions answered. What is the problem of care for school-age children? Is it peculiar to Maryland, and if not, how is it being resolved in other parts of the nation? What does a quality school-age child care look like? The three major conference speakers responded to these concerns.

PART TWO

School-Age Child Care: The Challenge and the Promise

Dr. Nancy S. Grasmick

I find the promise and the challenge of school-age child care to be a really powerful topic. Its power for me in some ways is generated with a recognition that too many of today's children are victims—victims of single parents who are struggling to survive, victims of two parents who either choose to work or have to work to meet their commitments. And because these children become victims they experience things that we would never overtly wish for them: they experience fear, they experience inadequate care, or no care.

I guess that perception was fairly generic at one point in my life and in my career, but then it became very specific to me. I would like to talk about that because I think for all of us this kind of generic care about children and concern reduces itself suddenly to a single situation and a single case of a child. And that child represents thousands of children.

For me the child was Stephanie, an eight-year-old whose mother was a single parent who worked to support herself and her daughter. The family had moved to Baltimore County from another state. The new environment was pretty much unknown to Stephanie except for her school, her school bus, and coming home to an apartment. She felt uncomfortable about going into that empty apartment after school, so when she heard about a "talk line" she memorized the number.

Dr. Grasmick is Special Secretary for Children, Youth, and Families, State of Maryland, and former Associate Superintendent, Baltimore County Public Schools, Maryland.

One day when it was ten degrees outside and windy and bitter, Stephanie walked into the apartment building, and approaching the apartment door she thought she heard a sound. It was frightening to her in a way that was different from what she experienced all the other days when she approached that apartment door. She ran outside and found an outdoor phone booth. Since she had memorized the talk line number she dialed it, and there was an adult on the other end. And the adult asked how she might help her. Stephanie explained her dilemma, and the adult spoke with her about some of the options that she might have. She could go into a store and try to call her mother at work, but she knew there was not a number where she could reach her mother. She could go into the apartment building and stand inside, but she knew it would be hours before her mother came home. She was simply just afraid and refused to get off the phone. For two hours she stood in the cold as the person on the other end of the telephone line talked with her and encouraged her to go to a neighbor's apartment, to knock on the door, and then call back to the talk line so that they could be sure that she was okay. Stephanie did that and, yes, she was saved on that occasion.

But she may not be saved on subsequent occasions because she has no before-and-after-school care. So the same scenario could be repeated over and over again for this child who became the focus of my concern. Her mom wanted to be a good mother, but she also knew that she had to be a good employee if the family were to survive, and that was an untenable situation for this parent.

We, those of us in education and those of us who advocate for education, know about critical learning periods for children, not just for young children but for children of all ages. I view school-age child care as an extension of the educational program. The educational program cannot do what school-age child care does, nor can school-age child care do what the educational program does. These are complementary services and they represent the full life of a child in terms of the time that the child is away from his family.

For younger children who attend pre-kindergarten programs and the five-year-olds who attend kindergarten programs, we know about the importance of early intervention. We have read books from the Ypsilanti study

like *Changed Lives*, so we do not have to speculate about the value of these programs. We know specifically that fewer children were school dropouts who had this early intervention. There were fewer special education referrals which are very costly. There was greater academic success on the part of children who had the program, and the job opportunities were much greater for this population over a twenty plus-year period of time.

So yes, early intervention programs have financial implications, and yes, they enrich our lives. But more than that, they are being recognized as an economic necessity. Randy Evans, Secretary of Economic and Employment Development in Maryland, speaks frequently and with conviction on the interrelationship between child care and economic development. Everyone talks of the year 2000. It is anticipated that by 1995, 80 percent of all new workforce entrants will be women creating an increased need for child care.

Sometimes we think we have done what is required when we have provided preschool and kindergarten for four- and five-year olds. And when a child is old enough and can be responsible enough to carry a key and get into that front door, we should not be so concerned about it any more. Wrong. I and others are convinced that intermediate and preadolescent children are as vulnerable as the three-, four-, and five-year olds. It is a myth about the older children. Their vulnerability to drug abuse, to teen pregnancy is greatest at this age.

I wanted to test that hypothesis, so the Child Care Foundation sponsored a statewide poster contest directed to elementary children, both primary and intermediate. We said, "Put into a picture what you feel about child care." The power of those pictures was staggering and challenged us to choose winners. A nine-year old drew a picture showing in great detail the hazards of going into an unattended house versus a companion picture that he drew of a wonderful situation with loving and nurturing people providing him with before-and-after-school child care. And he wrote one word and underlined it repeatedly—"Help." That is a strong message coming from a child.

We have talked about the dangers of unattended children. Let's move into the area of action—and, indeed, things are happening. In Baltimore

County, as in some other counties, an interagency steering committee has been formed. Through the efforts of former County Executive Don Hutchinson and present County Executive Dennis Rasmussen, there is a collaborative endeavor in the public sector reflected in their question, "How can we work together to do things that are meaningful for children?" This flies in the face of some of the agony reportedly articulated by certain educators: "What are we going to be responsible for next?" We cannot indulge ourselves in such an attitude relative to child care. We must not. An outcome of the Baltimore County committee's work is a child care center for handicapped children, the second in the state. If it is difficult to find care for the so-called average child, it is next to impossible to find care for handicapped children. In Baltimore County we also have looked at the possibility of doing training and staff development that will speak to the quality of child care; not every care opportunity affords the desired quality.

There has been much research to ascertain what the single most important factor is for a state in terms of engendering interest and commitment regarding child care. And the answer sits right here: the governor of the state. Our governor is absolutely remarkable. A few of his initiatives are detailed in a brochure, *Governor William Donald Schaefer's 1988 Child Care Initiative*, but there is so much more. Governor Schaefer takes every opportunity presented to give his message on the importance of children; on the importance of appropriate nurturing of children. He is here tonight. But neither he nor his staff can carry the message alone. We in this room are in the business of children. We are pivotal. And yet we have not pursued child care services for the children of our own employees. The state has, though, through its new child care center within the Department of the Environment in Dundalk. We must accelerate our activities; keep pace with the state; match the governor's commitment.

We need to see administrators working together with providers, not talking only about issues that are constraints. Center space could be one of them. Yes, in Baltimore County we have an expanding elementary population. We have thirty-six licensed before-and-after-school child care programs. Is that enough? No, it is not enough. And there is another problem. Next year five of those programs will have to be eliminated from our school sites because increased school enrollment demands the room the programs now occupy.

What can we do? What have we done? We have worked in cooperation with the county executive and the child care coordinator of the county to survey the general public and to say to them, "We have a desperate need for child care program space." Through the League of Women Voters we sent out a space questionnaire and had eighty-eight responses. Those responses are enabling us to identify space for center relocation in proximity to the schools where the programs have been displaced so that children and families will not miss a beat in terms of the quality child care we are committed to providing.

We must promote the importance of partnerships with the business community. In Baltimore County the Chamber of Commerce has taken an unprecedented step. It has chosen child care as one of its primary initiatives for this coming year. And so we are building that essential partnership with the business community.

The needs assessment we have completed is important—in fact, essential. But it is only the beginning. We need to respond to the need that has been identified. Too often, as the governor has pointed out, the bureaucracy continues to articulate the need but not the solutions. We hope this conference will provide us with an action agenda for the state of Maryland relative to school-age child care.

School-Age Child Care: A National Overview

Marge Kramer

I believe that there is not a more important issue than child care in this country today. Articles on child care have graced the covers of publications such as *Fortune*, *Time*, *Newsweek*, and *The Wall Street Journal*. Last April we saw public television stations across the country present programs dealing with the topic in celebration of Child Care America Week. Recently both presidential candidates presented child care initiatives. Yet there probably is not an issue in our country today that is more confusing.

Even the words we use are confusing. Some use the term *latchkey programs* to describe child care programs for children before and after school. At Wellesley we use the term latchkey to describe children who are left alone to fend for themselves during the time they are out of school. *School-age child care* is the term we use to describe programs in which children are enrolled before school, after school, during vacations, and other times when school is not in session.

What about the significance of this issue? Should we feel bad about children being left alone with no companionship or supervision? Or should we, as some suggest, admire them for their independence and self-reliance and say they are engaging in another form of day care called "self-care"?

Parents are confused. But aren't we all? The past few decades have brought dizzying changes. In 1950 one of four school-age children had a mother employed outside the home. By 1985 it was nearly three of four. Of all mothers with school-age children who have jobs, 70 percent have full-time jobs. That figure rises to 79 percent and 84 percent when we talk about mothers of Hispanic and black children. In 1955, 60 percent of all American households were composed of an employed father, a mother at home, and two or more children. By 1986 that type of household represented less than 10 percent.

Ms. Kramer is School-Age Child Care Specialist, Bergen County, Department of Human Resources, Office for Children, and Education and Training Associate, School-Age Child Care Project, Wellesley College, Massachusetts.

And what about the numbers of latchkey children? The actual figure is open to dispute. The United States Census Bureau estimates that 2.1 million children between the ages of five and thirteen, or 7 percent, were spending significant amounts of time unsupervised. Local studies in places such as Charlotte, North Carolina, Madison, Wisconsin, and Columbus, Ohio, have found 15 to 30 percent of young elementary school children and 50 percent or more of the children above age ten spending time unsupervised. This has caused many to think that the national figures may be much higher than the Census Bureau's numbers, with some estimating as many as fifteen million unattended children nationwide. One also questions how many parents would honestly tell the federal government that they are leaving their children home alone.

Based on these huge numbers, the supply of care for school-age children is extremely limited in this country, lagging far behind the growing demand. When such care can be found, affordability is a major problem as fees range between $15 and $45 per week per child for only part-time care on school days. It is not unusual for child care costs to represent 20 percent to 30 percent of a family's income. The initiatives some states have taken in school-age child care are typically for service start-up costs only; ongoing subsidies for care fees are greatly underfunded nationwide. Ask the mother of Maurice and Anthony. She was number 22,000 on the list for subsidized child care in the state of Florida. In desperation she left the boys locked in the house while she went to work. Someone got in the house. It was the fireman. Maurice and Anthony had climbed into the dryer. The door swung shut and activated the machine, and the boys tumbled and burned to death. The waiting list in Florida jumped up to 28,000.

Where do we go from here? Many responsible leaders would like to hold back on action until they examine the research on the effects of supervision versus self-care. Let us take a moment to look at some of the research.

Several years ago Dr. Hyman Rodman of the University of North Carolina Greensboro administered psychological tests to ninety-six children in grades four through seven. He found no measurable differences between those going home alone and those going home to a parent. Dr. Laurence Steinberg of the University of Wisconsin agreed with Dr. Rodman's

findings based on the tests used but questioned the appropriateness of those tests. On tests measuring children's susceptibility to peer pressures to engage in inappropriate behavior, there were distinct differences between the latchkey and the non-latchkey group. Dr. Tom Long of Catholic University found high levels of fear, depression, and anxiety among the parochial school students that he studied. A Louis Harris poll in 1987 found that a majority of teachers felt that the way children spent their out-of-school time affected their performance in school.

Several small studies of the effects of participation of children in school-age child care programs—one in Raleigh, North Carolina, one in Los Angeles, California, and one right here in Baltimore—do indicate some benefits in reading and math scores and social adjustment for those enrolled in school-age child care programs as opposed to those who are not. These studies, however, are small and cannot be considered conclusive. Research to date does not tell us exactly what to do. There is more in process, but given the extent of the problem, can we wait to act on this issue?

The real researchers today may be those who are doing their own research firsthand: the school personnel who observe children hanging around after school; the school nurses who try to send children home when they are ill only to find out that there is no one at home, or that a parent is afraid to leave his job early. I am talking about librarians who are delighted at the increased number of school-agers spending time in the library but are concerned that these same children have been told by their parents to stay there every day until closing, and all day on holidays. I am talking about employers who are just beginning to realize the connection between lost productivity and absenteeism and employees with latchkey children. I am talking about social workers who are noticing the effects of stress on both children and parents and are linking supervision with prevention. I work with all of these people, these leaders, and more: Ys, 4-H, senior citizens, family day care providers, day care center directors, pediatricians, police, fire departments, realtors, and still others. Fortunately such leaders are not just making observations; they are taking action. More and more institutions and organizations whose original mission was unrelated to child care have adapted their procedures and programs to address the child care needs of America's school-age children.

A recent poll of elementary school principals reported by the National Association of Elementary School Principals found that 22 percent of schools currently have some kind of before- and/or after-school program run either by the school district or by a community partner. Many more were interested in starting such programs. Of the thousands of letters received each year at the School-Age Child Care Project at Wellesley, probably one-half are from school-affiliated persons or groups. The National Association for Independent Schools, which represents private schools, reports that one-half of its 600 members are now offering extended hours

In addition approximately 1,000 YMCAs and 50 YWCAs have changed from their traditional drop-in, recreational programming to offer school-age child care at their own facilities or in other public spaces. About one of five Boys Clubs of America and half the branches of the Girls Clubs of America have done the same.Seventeen local Camp Fire councils offer school-age child care on a daily basis. Groups such as Easter Seals and the Association for Retarded Citizens, whose mission is to address the needs of people with disabilities, have now added child care for school-age children and youth to their agendas. The Ecumenical Child Care Network estimates that 12,000 churches in their network have child care, with a large number of them including before-and-after-school care. Other organizations such as local recreation and parks departments and community education agencies also have been involved in meeting this need for school-age child care.

And we still have more to do if we are to assure that each child who needs school-age child care will have it available.

1. We need to initiate and/or support statewide coordinated systems of resource and referral for the growth and expansion of quality school-age child care programs. Information and technical assistance on start-up, training, and community resources should be available. New Jersey has a statewide resource and referral center with three regional centers throughout the state.

2. We need to identify policies that may be impeding the expansion of school-age child care programs. Schools, community agencies, and

municipal groups must work cooperatively to make more space available. Enabling legislation that encourages schools to offer no- or low-rent space, utilities, and custodial services should be enacted as in Massachusetts, Tennessee, Arizona, and other states. Amendments can be added to school districts' transportation codes to encourage local school districts to offer transportation to children from schools to school-age child care. In Massachusetts and New York school districts receive partial reimbursement from the state if they transport children to licensed child care facilities.

3. We need to pay special attention to the status and salaries of our child care providers.

4. We need to start programs in low-income communities by using Federal Dependent Care Development Program Grant funds and to supplement federal dollars with ongoing operating funds to help families pay for child care. Welfare reform undoubtedly will create an increased need for additional school-age child care services.

5. We need to develop further our research agenda to examine both the long-term and the short-term effects of prolonged periods of self-care in terms of emotional damage and physical risks associated with injury, fire, crime, etc. We need to explore the effects of school-age child care programs on young children in terms of self-esteem, school performance, and peer relationships. We need to measure the cost-effectiveness of school-age child care services as a preventive measure to reduce the later costs associated with adolescent crime, pregnancy, and school failure.

6. We need to forge partnerships between the public and private sectors. No one group can handle the financial burden of school-age child care alone—not parents, not schools, not government, not business. We have to draw upon multiple funding and create ongoing support for school-age child care from a diversity of resources. We need to reach beyond the boundaries of our given disciplines, ideologies, and institutions to work collaboratively to create safe and enriching care programs for our children.

7. We need to continue to educate ourselves as well as the public—parents, children and the community—about the risks associated with self-care, including substance abuse, obesity, and depression; about the services that are available and how to reach those resources. The Wellesley School-Age Child Care Project has a number of excellent publications available, including the newest one, *School-Age Child Care for Special Needs Children: What To Do When School Is Out*, by Dale Fink. It also has a series of thirty-second public service announcements for television that combine public awareness about general alternatives to self-care with a way to insert information about available local community resources.

8. We need to continue to collect data on changing supply and demand for child care as well as parental preferences much as you have done here in the state of Maryland. We need to talk to the kids to find out why they do not want to come to a program or why, conversely, they do not want to leave programs in the afternoons. I notice that in Washington County part of your survey was by telephone. We need to talk to parents like the single mother of Rachel who was suffering as a result of her recent divorce. Once Rachel was enrolled in a nurturing, school-age child care program, this mother could get the support and help she needed to grow and rebuild with her daughter. The program helped change their lives.

We can have more Rachels and fewer Maurices and Anthonys.

School-Age Child Care: Developing Quality Programs

Roberta Newman

The need for school-age child care is dramatically apparent in the lives of our friends, neighbors, and relatives. We become convinced of this in a very personal way. Almost everyone you talk with has a child, a niece or nephew, or a grandchild who is in need of convenient, affordable, quality school-age child care.

Several years ago I jumped into a cab on my way to deliver a speech about child care problems and solutions. I was looking forward to having a few minutes of solitude to collect my thoughts as I rode to the meeting. As soon as I shut the door, however, the cab driver began talking—nonstop. It took me a moment to understand that he was apologizing profusely for something, and he seemed quite embarrassed. Suddenly I realized that there was a young child of about six years of age hunched down in the front seat. I listened as the cab driver told me that the child was his son; that he had no place to go when school was out. Mother was a nurse who went to work at three-thirty in the afternoon and dad drove a cab until six or seven o'clock each night.

"I'm really sorry about having him here in the cab," he said, "but I don't have any choice. I pick him up every day at three-thirty and he rides around with me until I finish. He gets awfully bored and restless, but at least he's not alone." Then he paused and added, "You know, lady, this is a terrible problem for me, and for a lot of people. Somebody really ought to do something about it!" I used the rest of my cab ride to talk with him about some of the ways parents, schools, and community groups are beginning to work together to meet child care needs they, too, were having.

Few people would disagree that the six-year old son of my cab driver was in need of some kind of school-age care. In fact most of us would agree that children through the age of eight are in need of care and supervision when parents are not at home. But what about children from nine to twelve? What about adolescents? Frequently these children will give loud

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and clear messages that say, "I'm not a kid; I can take care of myself!"; and, "I don't need a babysitter!"; and, "I don't want someone telling me what to do all the time!"

We hear a similar message from independent-minded adults who ask, "What's the big deal about child care? I was on my own most of the time after school when I was a kid and look at me—I turned out okay." The comment, "I turned out okay," always prompts two responses in me. First I wonder if "turning out okay" is good enough. I am concerned about the role boredom plays in the lives of children who must take full responsibility for entertaining themselves as they spend countless hours alone. Isn't it time we wanted a better quality of life for our children? Shouldn't we be setting goals that not only protect but also truly enrich children's lives? Goals that would help them develop their interests, talents, and abilities in ways that would help them reach their full potential as human beings in our society?Shouldn't we aim higher than hoping our kids will survive childhood and reach adulthood with a sigh of relief as we proclaim that they "turned out okay"?

My second response when I hear adults pride themselves on having survived childhood on their own relates to the thousands of children who do not do well at all by themselves. For every story about someone who turned out "okay" there are many others about children who are in real trouble: children who accidently burn themselves while trying to cook alone; children who are injured playing with firecrackers in an abandoned building; children who experiment with liquor and drugs in an empty house; children who are sad and depressed and lonely. The evidence is all around us. It is seen in children from five to fifteen. It is seen in all socioeconomic groups, in all types of communities. It is out of concern for this need that we search for ways to increase the availability of affordable, quality child care programs—programs that children of all ages will want to be a part of. Here in Maryland you have made an important commitment to meeting this challenge.

Over the past few years I have had the opportunity to visit school-age child care programs across the country. Not surprisingly many of them were located right here in your state. Today I would like to talk about the major characteristics that seem to run through—to be at the heart of—quality

programs. I have observed these characteristics in large and small programs, in school-based and community-based programs, and in government sponsored as well as private agency and church sponsored programs. Let me share a few of my conclusions with you.

The Needs Assessment

First, quality programs begin with the right kind of preparation. One of the things I have found is that quality programs are carefully planned and matched with community characteristics, community standards, expectations, resources, and limitations. Here in Maryland the kind of information that your recent needs assessment provides is very important. You are beginning in the right place. No programs should be initiated without conducting, and then using, a realistic community assessment that determines the extent of need, the types of services that are preferred, the availability of resources, and the ability of parents to pay for care. It is a mistake to assume that simply because there are unattended children in the community parents will immediately enroll them when services become available. Often this does not occur. Intensive public education, outreach, and good marketing must be part of the plan for launching programs. This is important to remember.

The Coalition

After conducting a careful needs assessment it is recommended that a broad-based community group do the initial program planning, using the contributions of parents, members of community agencies and organizations, representatives from government and the schools, civic leaders, and other interested citizens. Many Maryland counties and communities already have recognized the importance of coalition building. There are a number of success stories being told here today. Other states and communities also have used the coalition approach as they develop services.

In Houston, Texas, a public-private school-age child care initiative is the work of the joint effort of community agencies, the school system, and private corporations. Corporation contributions are approximately $15,000 a year for program start-up costs. Space is provided by the public schools, and community agencies administer the programs. This is a wonderful example of how combined efforts can produce effectively. There are now

twenty school-age child care programs in the Houston public schools, and the number of centers increases every year.

In Denver, Colorado, the PTAs have received assistance from Coors Beer. Coors has taken a very strong advocacy position on behalf of school-age child care. The company has donated much technical expertise and assistance in the development of a proposal to the school board to increase child care services in the public schools.It has been very successful. Although Coors as yet has not contributed money for start-up, it esfimates that about $15,000 in time, energy, and expertise has been donated toward the success of the project.

In Columbus, Georgia, the Columbus College joined with the Women's Business Network to host a series of community forums; they invited members of the schools, churches, human services, and other civic organizations to develop a comprehensive, community-based plan for serving latchkey children in their city. An important approach they used was to include a media person on their committee. During a day that I was consulting with them on school-age child care programs there were six radio and television stations that came to cover the event for their news programs. The Columbus group knew that community education was going to be important so they involved people who could get media coverage for them.

For a look at ways corporations are assisting with school-age child care you might be interested in reading a new report from the Bureau of National Affairs: Latchkey Children: A Guide for Employers. The report highlights seven interesting initiatives and indicates that there are at least fifty other ways that employers across the country are supporting school-age child care, either directly or indirectly.

The Program and the Children

Once it is decided that child care services will be developed, careful attention must be given to the design of the children's program itself. Quality programs are based on the developmental needs of the children to be served, and planning and implementation must reflect this understanding. Regardless of size or type of facility, there are certain characteristic elements that form the basis of child care for school-age children.

1. School-age child care programs provide experience that supplement and complement the school day with the recognition that there must be a qualitative difference between school and out-of-school time. Children have been "on the job" for hours, completing tasks and developing skills. Quality programs, then, offer opportunities that allow children to unwind, relax, be themselves, feel at home, explore, and have fun. This takes planning and preparation and expertise. Just think how much energy and creativity it takes to plan only one party so that all the guests will have a good time! School-age child care workers face such a challenge on a daily basis.

2. Quality programs provide experiences that are "tuned in" to children's interests. Staff are with the children every day; they know who they are; they know what is on their minds. This is a necessary preoccupation for staff who want to stay in touch. I was visiting a program one time during the month of October. The teacher in the program came over to me and said, "I'm glad you weren't here yesterday when we had our Halloween celebration because it was real clear to me that I have a lot of thinking to do about whether or not I'm on the same wave-length as these kids. The message came clear and strong to me when all the boys came dressed as Rambo and I had on a Little Bo-Peep outfit!"

   Quality programs find ways to get information on what children care about, what their interests are, what their fears are, what their likes and dislikes are. One of the exciting tools we developed in Fairfax County was a survey/interview format that we used in centers where we had children from fourth through sixth grades. The children responded with all kinds of ideas for projects that really helped us get at what improvements the children would like to see, what they wanted us to do that we were not already doing, and what they would change if they could. Information from parents through interviews or surveys on their children's interests also is useful. Through various approaches teachers and program directors learn ways to make the program more relevant to the lives of the children.

3. Quality programs recognize not only the characteristic needs of school-agers in general but they also accept and value individual

differences. Experiences are offered that meet varying individual needs for

- supervision, security, and protection
- quiet, privacy, and independence
- togetherness and being part of a group
- physical activity as well as passive experiences
- challenging learning experiences as well as opportunities for creativity, spontaneity, and self-expression
- stimulation as well as relaxation
- structure, limits, freedom, and responsibility

Typically, quality school-age child care includes a balanced program of activity options and choices for children among which are

- a wide variety of arts and crafts
- carpentry and building
- music, movement, and drama
- cooking
- science and nature projects
- computers
- active sports and games
- clubs, hobbies, and other ongoing projects, especially for older children
- special events such as field trips, visitors, carnival days, bike rodeos
- time for homework and time for free play

If we are going to provide this smorgasbord of activities, which is how I like to think of it, then we must create an environment in which the activities can happen. I came from a program where we were fortunate enough to have designated space for our programs after school, but I am absolutely convinced, based on all of the programs I have seen around the country, that one can provide a home-like, attractive, comfortable, interesting, stimulating environment in shared space as well if people put their wits and creative thought to space utilization design. Related to the issue of shared space, a resource that I would be happy to share with you is one which the Foundation developed recently called "Presto Environments in Shared Space."

We have to keep in mind that children are sensitive to their surroundings. On one of my visits to a child care center I was accompanied by a supervisor for the region who had gone out to look at physical set-ups in centers and to give some suggestions to teachers on how they could improve them. A child in the program came up to me and said, "I don't know who you are, but I do know who that lady is who you brought with you." I said, "Oh, you do. Who do you think she is?" He said, "Well, last year I was at a different center. It wasn't this one. But she came out, and I tell you, before she came our center was a mess. She spent a lot of time that afternoon talking with the teacher, and they moved furniture around, and put some stuff up on the walls, and we got to help do some of it, and after she left, it was a lot better. I knew right then that she was the interior decorator." So don't think that attractive room arrangement is not important to children. It is. They do notice.

4. Quality programs provide experiences that help children develop relationships with others: with peers, with younger and older children, with adults in the child care setting, and, very importantly, with adults in the community at large. The underlying concept that dictates all program planning is this: Programs must be build on who the children are as school-agers and as individuals. We must know the children if we are to be successful in working with them. Diversity, flexibility, and variety must characterize school-age child care wherever it takes place. Without these qualities we will neither attract nor retain those children who are growing toward independence and the increasing ability to assume responsibility for themselves.

It is absolutely true that school-age children vote with their feet. The older they are, the more this is so. They simply will not come to programs where everyone is expected to do the same thing at the same time in the same way that it was done last year and the year before. In planning quality programs we must recognize that children have very good ideas about how to design what they are going to do. In a real sense they are the experts and we need to listen to them.

Let me share the ideas of some children at school-age child care centers I have visited. At one center, children told me that they had been talking

and made a list of what they called "child care rights and responsibilities and freedoms." After a lengthy discussion (their list was made up mostly of rights and freedoms), they posted the results in the center of the room. I thought then that this is probably a good beginning for a program for school-age child care. This is what they listed:

- The right to have fun
- The right to privacy
- The right to learn
- The right to create
- The right to choose
- Freedom to play
- Freedom from bother

Isn't this what kids would want if they were at home with mom? And isn't this what we want for them in a child care program?

At another center a group of older children who were not happy at all that day came up to me and said, "We heard you're the boss. We want to ask you a question. Why is this place called *child care*? We *hate* that *name*. Everybody at school calls us the day care kids, including some of our teachers and the principal, and we don't like it. Actually we like being here but we hate the name. Can't you do something about it?" They said, "Why can't we call it the 'After-Hours Club.' That would sound a lot better." So we made a sign, right then and there, that afternoon, and put it up on the door, and from then on that is what it was called.

In Edina, Minnesota, a similar choice was made from the very outset. Their programs are not called "child care"; they are called Edina Kids' Clubs. I think that a name excluding "child care" does help to avoid what some children feel is a kind of child care stigma. It serves to market to kids as well as to parents.

Let me share two more comments from children with you. At one center a fifth grade boy came up to me and said, "You know, you're wasting all your money on this program by buying all of this paper and stuff and junk. What we really need here are some computers and a boom box and some really good tapes." And at another center a little boy asked, "Are you the

person who hires people? If you are, I want to know when you're going to find a man to come and play soccer with us." Remarks such as these, straight from children's hearts, must be heeded as we plan school-age child care programs.

The Parents

Another distinguishing trait of quality school-age child care programs is commitment to addressing the needs of parents and involving them at some level. I find it helpful to think about parents in terms of the four As: acceptance, assessment, accommodation, and alliance.

1. *Acceptance* reminds us that parents, no matter how different their lifestyles, no matter how the world is changing, are the most important people in their children's lives. Parental influence is powerful and always present. Not unlike many teachers and providers, I once thought that I could work miracles with children if only I did not have to deal with their parents.

   I began my first teaching at the University of Chicago's laboratory school in the late sixties. My background is music education, and I thought that I was going to change the world through music. If you have ever been to the Chicago area, you know that Chicago has some of the most wonderful blues and jazz music in the world. I searched those people out Saturday nights and brought them into the classroom. We had great times, week after week, in my junior high and senior high school classes.

   My frustration came when I realized that kids, black and white, who were in conflict very often in the community, not associating with each other, were developing wonderful relationships in my classroom, but the minute they walked out of the room all of the old habits returned: separate tables in the cafeteria, going separate ways at the end of the day. I felt strongly that parents were reinforcing this separateness, and I was being defeated by them. I thought if only I could take all of these kids out of Chicago, take them somewhere else where I'd be their mom, everything would be fine.

   While it may appear extreme that is exactly what I tried to do. I took a job at a boarding school in Massachusetts. I thought that once there

I would have the opportunity to help children learn and grow without the daily parental influence. Let me tell you that working at a high school boarding school, caring for students twenty-four hours a day, is the ultimate child care experience. And it only took me about a week of late-night counseling sessions with children to discover the truth: their parents are primary, they miss them, they are a very important part of their lives, and in a very real sense all of the children had brought their parents with them to boarding school. My experience taught me that I must accept and respect parents if I wished to work successfully with their children. It is amazing to me how many professionals are unaware of this. But quality programs know it and practice it.

One summer evening two summers ago I was very excited. I was getting ready for my son's graduation party from the University of Maryland, and we had planned a wonderful event. We hired a rock band and got permission from our neighbors and the police to have music until midnight, and the Maryland Terrapin was to be there to greet guests and hand out red balloons. I was pleased about all the plans. My last official activity before the party day was to attend a meeting of a group of area social service and human service directors of agencies. I sat next to a man who introduced himself as the head of an agency and who asked what I did. I said that I was director of a school-age child care program in Fairfax County, and before I could complete the sentence he said, "Oh, that place where those working parents dump their kids! You know, I'm sorry for somebody like you who has to be involved in those kinds of program. We are creating such messed-up kids who have working parents. You wait and see; in fifteen or twenty years we are going to have the most screwed-up generation of people that you have ever seen."

Well, my face blushed red, my heart started to pound, because there I was, sitting on a time bomb; it *was* fifteen to twenty years later for me, and my son had had a working mother from age one. All the old guilt came back, all the old questions: Have I done enough? Have I been a good parent? I kept trying to shake it off during the next twenty-four hours, saying to myself, "He's wrong. I've really done

everything I can. I put together a patchwork of child care. I have a good relationship with my son. He's one of my best friends in the world. Don't let him get to you." But he did. And all the while I was saying to myself, "I'd like to get this man's funding reduced because I'd rather he weren't out there 'helping' people like he's 'helping' me." (I did not pursue that!)

We went to the graduation party, and I watched my son's friends. Like him, they seemed to be happy, healthy, outgoing kids—friendly kids—not kids on drugs, not kids who were having problems; kids who were looking forward to wonderful opportunities in the years to come. And I felt better. But when I really felt best was at the end of the evening. Five or six of those kids of working parents came up to me and my husband after the music stopped and said, "Hey, we had a great time. We really want to thank you. But before we go, tell us where your garbage bags are so we can clean up this place." And I said to myself, "See, only kids who have been in good child care centers would make that offer!"

So we need to accept parents, and we need to know that they are doing the best they can.

2. *Assessment* tells us that all parents are not alike. They have different values and beliefs and attitudes, customs, dreams, and needs. Quality programs assess differences in parents as well as in their children and really work hard to understand parental stresses, pressures, problems, and constraints.

In Michigan recently I heard a story about a little girl who had come into the school classroom and said that her mom had been so busy lately because she was now back at work. She was the only one in the family who was still at home; she was a new single parent. And the little girl said, "My mom is so busy that I hardly ever see her. I don't know why she's so busy. She comes home every night and she has piles of notebooks and stacks of papers, and all we've been eating lately is frozen dinners that she pulls out. We sit at the dining room table and she asks me not to talk while she's doing her work because she still has so much to do. I finally said, 'Mommy, what

is this? I never talk to you any more, we don't have fun anymore. What's going on?' And my mom said, 'Well, this is a new job; I'm working hard and I'm not really used to this. Sometimes at the office I don't even take time to have lunch. I just sit at my desk and work.' So I said to her, 'Mom, I think they need to put you in a slower group.' "

Maybe many of us should be in a slower group, but it is usually not possible. We need to understand the kinds of pressures working parents are under.

3. *Accommodation* reminds us that all parents cannot or will not want to be involved in our programs in the same way. Quality programs set up a wide variety of options for keeping parents informed and for inviting parent participation. For example, some parents may like to learn about the center activities through a newsletter or a bulletin board. Others may be more interested in visiting the center or attending a meeting with other parents. All of the following opportunities can increase positive parent relationships and encourage involvement. They should be selected and scheduled to accommodate parents' varying needs.

   - *Opportunities to talk to staff*: Brief daily chats as well as formal conferences between parents and provider, meetings with policy makers to discuss issues and concerns
   - *Opportunities to receive information*: Newsletters and activity calendars, parent bulletin boards, written policy statements, group meetings and workshops on topics of interest to parents, special open houses, observations of the program in operation
   - *Opportunities to support the program*: Work parties, presentations and performances for the children, repair of equipment, donations of resources, advocacy activities
   - *Opportunities to get to know other parents, other children, and program providers*: Pot luck dinners, breakfasts, desserts, roller skating parties, bowling parties, programs presented by the children
   - *Opportunities to meet other parents who may share similar problems and concerns*: Parent support groups to help parents

make car pool arrangements, plan for emergency situations, or work through the difficulties of being a single parent

Thoughtful, quality programs devote much time and many resources to planning good parent involvement strategies. It is an area of great importance.

4. *Alliance* reminds us that programs should be structured to promote a partnership between parents and the providers of their children's care. Positive relationships are the key to problem solving when problems do arise. This requires training staff in
   - developing cordial, open communication with parents
   - avoiding competition and judgments
   - sharing concern about children
   - asking for help and suggestions when children are having difficulties
   - informing parents about program plans, activities, or anticipated changes that may affect them

Quality programs recognize that they must serve parents well if they are to be successful with children. As a family service, school-age child care must support family needs.

The Staff

A major concern of quality school-age child care programs is their staffing. Good programs recruit, train, and retain the right people for the job. Also, they have low provider/child ratios that range between 1:10 and 1:15, never more. Surveys indicate that quality teachers and providers are the most important ingredient in child care programs. An ideal school-age child care person is a leader, a monitor, a planner, and a listener. I often think when I see good school-age child care teachers in action—the ones who know how to do it—that it is like being an air traffic controller. They know

- who is taking off
- who is coming in for a landing
- who is in a holding pattern
- who is experiencing turbulence
- who is on a collision course

- who is running out of fuel
- who has been sitting on the runway much too long

The best school-age child care people oversee all of this concurrent activity and keep things running smoothly, with no crash landings. Quality programs find ways to support and reward people who do this kind of work well.

Finding capable, qualified, professional providers of school-age child care is becoming more and more difficult as the demand for care increases. If services are to expand significantly, as they must if family needs are to be met, then recruitment and training become major concerns. At present school-age child care workers come from the fields of education, social work, recreation, child development, and psychology. Specific training in school-age child care is not offered in any of these professional curricula. Since program planners and quality programs recognize school-age child care as an emerging profession, it is they who must include, in orientations and in-service training, staff development opportunities to stimulate and sustain professional standards.

The time has come to develop special training and incentive programs to increase the pool of professional child care workers. We must offer compensation that will attract the competent, sensitive persons we need for school-age child care. While developing ways to accomplish this, however, high standards should be maintained. We must continue to search for staff people who are capable of being adult friends to children, who have the skills to help children with their feelings, their frustrations, their hurts, their disappointments. We want people who have energy and a sense of humor; people who are patient enough to listen, who have a real appreciation for children's ideas, accomplishments, thoughts, and the wonderful way they think.

One of the best memories I have of a visit to a child care center happened several years ago. Some teachers asked me to come out and play my dulcimer for the children. As I played, the kids were really attentive; they had never seen a dulcimer before and they loved to listen to it. I ended my performance with the pièce de résistance: my own version of "Hail to the Redskins." It really brought the house down; everyone loved it. As I

finished a little boy in the back of the group raised his hand. I asked, "Do you have a question?" and he said, "No, I just want to say that you really play well for a girl your age."

School-age children are full of delightful comments like this one. We need people to work with children who have a genuine appreciation for children's wit and wisdom.

The Wrap-Up

Regardless of the type of program we hope to create, the four basic elements of program planning I have discussed must be implemented to produce quality programs. All programs should be

- planned with community needs and resources and limitations in mind
- planned with children's needs in mind
- planned to address the needs of parents
- committed to finding and keeping the right people for the job

Twenty years ago there were almost no models for school-age child care. Those who wished to develop programs were true pioneers. Now a variety of models of quality have been developed. These can be used as resources, and you are fortunate to have many of them here in Maryland. There are others across the country, wonderful school-age programs you may want to investigate. Here are some examples.

- School-based, school-operated programs are operating successfully in Raleigh, North Carolina, in Charlottsville, Virginia, and in Arlington, Virginia.
- Community education programs are thriving in Michigan and Minneapolis, Minnesota.
- School-based, parent-operated programs have been successful for many years in Brookline, Massachusetts.
- School-based, collaborative programs are working very well in Houston, in Fairfax, Virginia, and in Florida.
- Senior citizens are working as staff members and contributing their talents in school-age child care programs in Washington, D.C., and Pittsburgh, Pennsylvania.

- Family day care satellite programs for school-agers have been developed in Riverdale, California, and by a non-profit child care center in Reston, Virginia.
- Community-based programs have been developed by many 4-H groups, YMCAs, Camp Fire Boys and Girls, and other similar organizations.

There is no doubt that, coast to coast, leaders are making commitments to school-age child care. Mayor Bradley in Los Angeles has pledged to make school-age child care available in all public schools. Governor Rudy Perpich in Minnesota has taken a strong leadership role in developing initiatives in school-age child care. Here in Maryland Governor Schaefer has made a real commitment. Governor Schaefer's closing remarks when he spoke to the conference are critical: "Never forget that we have one purpose: to serve people—to serve children." With Governor Schaefer in mind, let me share with you the Pledge of Responsibility for Children that was printed recently in a Children's Defense Fund publication.

Prayer/Pledge of Responsibility for Children
Ina J. Hughes

We pray [accept responsibility] for children
who put chocolate fingers everywhere,
who like to be tickled,
who stomp in puddles and ruin their new pants,
who sneak popsicles before supper,
who erase holes in math workbooks,
who can never find their shoes.
And we pray [accept responsibility] for those
who stare at photographers from behind barbed wire,
who can't bound down the street in a new pair of sneakers,
who never "counted potatoes,"
who are born in places we wouldn't be caught dead,
who never go to the circus,
who live in an X-rated world.

We pray [accept responsibility] for children
who bring us sticky kisses and fistfuls of dandelions,
who sleep with the dog and bury the goldfish,
who will eat anything,
who have never seen a dentist,
who aren't spoiled by anybody,
who go to bed hungry and cry themselves to sleep,
who live and move, but have no being.
We pray [accept responsibility] for children
who want to be carried and for those who must,
for those we never give up on,
and for those who don't get a second chance,
for those we smother...
and for those who will grasp the hand of anybody kind enough to offer it.

from ***What Every American Should Ask Political Leaders in 1988***
- CDF

PART THREE

THREE MARYLAND SUCCESS STORIES

Many of Maryland's jurisdictions can point with pride to their accomplishments in the development of school-age child care services. Several are considered to be national pacesetters. Part Three presents three Maryland counties' initiatives in the field.

PART THREE

Success Story One: Montgomery County

Dr. Harry Pitt

Before discussing activity in Montgomery County's school system related to our topic of school-age child care, it is important to understand that our progress has been based on two major convictions. First, it is our strong belief that public schools are for the use of the community, not just for teaching children during the day. The schools are public buildings. They are accessible buildings. They are facilities that should be used. And child care is a high priority—second only to instructional use as prescribed by the Code of Maryland. Secondly, no one avenue or solution to the need for school-age child care will be appropriate for every community.

Demographics

Our country is large and diverse in its makeup; needs for school-age child care differ from community to community, and the type of care needed also differs. The only constant is that the need is growing. In 1987, 65 percent of the women eligible to work were holding full-time or part-time jobs compared to 61 percent in 1982, a 4 percent increase in five years.

The population projections for Montgomery County indicate a steady increase in the number of children needing school-age child care. This represents a dramatic change. There were 126,000 students in the early and mid-seventies in our school system; that number dropped to a low of 92,000 even as school populations throughout the country dropped. Now we are growing. We will add 30,000 students to our school system during

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Dr. Pitt is Superintendent of Schools, Montgomery County, Maryland, Public Schools.

the next six years. This will be a tremendous drain on our county and on our resources. Yes, we are a relatively wealthy county, but there are huge demands made on those local resources as a result of the growth that is occurring throughout the Washington metropolitan area.

This development includes a large number of children, primarily young children. Our highest entry grades will be kindergarten, first, and second grades. Our high school population, the twelfth grade, will continue to drop through 1991. And it is probable that most of the young children in the expanding group will need some kind of child care because parents will not be home caring for them. Currently 65 percent of all our children under fourteen have working parents. That represents about 55,000 children, a number that is growing rapidly. By a very conservative estimate the number will increase by at least 30 percent by 1995.

Collaborative Solutions

Montgomery County has been able to meet the growing need for school-age child care only through a series of collaborative understandings, agreements, and efforts which have left no one public or private agency solely responsible for providing this care. In some cases it might be good to have one agency, but in our case we have been able to work with multiple agencies. What I will describe to you has occurred out of necessity and out of shared commitment to school-age care by many segments of our community.

Underpinning the school system's efforts has been direction and leadership by county government and school system officials, school board members, and others who have stated publicly that the private, nonprofit sector providing day care can do an excellent job of meeting the care needs of Montgomery county school children. There is the assumption that private day care—nonprofit day care—is out there and has the potential to do this. A second working assumption has been that we can provide cost-effective approaches to providing day care by using, modifying, and maximizing existing resources. To cite a case, the board of education has a policy on child care and joint occupancy designed specifically to encourage the school system's cooperation with, and support of, quality day care. We have applied the policy in many ways, but now it is becoming more difficult. In the seventies when the policy was estab-

lished, much school space was available. Many people wanted the space. Our top priority for usage was child care. Now the increasing student population not only creates the need for more child care but also is reducing the space that is available for that care. So it is going to be an even greater problem.

Joint Occupancy

The Montgomery County Board of Education has developed policies on child care and joint occupancy specifically to encourage school system cooperation with, and support of, quality child care. Since 1979 we have leased surplus space in school buildings to day care providers at low cost on a year-to-year basis. Our Joint Occupancy Program allows day care providers to lease new space set aside at minimal cost. We announce the availability of space on a yearly basis, and day care providers apply for the use of that space. It is important that we have school principals and PTA presidents review the applications and select providers acceptable to them. There are twenty-five day care providers under joint occupancy agreements. That process—with the school, principal, and PTA involved—sets up a collaborative project, produces a commitment, and establishes a relationship, all important for service success. We have implemented these policies in several ways.

1. Through the regular joint occupancy policy we rent space as available to day care programs at reduced rates. This year rent covered just our cost of utilities and custodial and administrative services at $3.82 per square foot of licensable space. By comparison, commercial rents range from $15.00 to $22.00, while the county charges its day care tenants at least $6.00 per square foot.

2. This year we have placed nineteen new or relocated day care center tenants within our school system space. This requires careful work with principals and PTAs of involved communities in conformance with county board of education policy. We built six new elementary schools this year and one new high school, and all of these new schools are providing day care center space based on the joint occupancy policy. The policy is not always an easy one to apply. But the county has a firm commitment to both the use of school space by the public and the need for child care, so the issue becomes one of selling the concept to all affected.

3. We have coordinated with our maintenance division for more than $20,000 of billed and paid work for improvements to our facilities for tenants, mostly day care; that work is at cost.

4. We have fifty-two day care centers in forty-six school buildings, with about 25,000 students in care.

5. We provide a staff member to the Council on Child Care that operates under the county government's Department of Family Resources, an indication of system wide support for child care in conformation with board of education policy.

6. We are working with the county government and offering the possibility of placing modular buildings for day care on sites of all newly constructed and modernized schools. The county would provide the units in cases where child care is needed but the schools are too crowded to accommodate programs. The modulars would be rented by the care providers.

7. For schools where space will not permit on-site day care programs, our transportation division provides low or no-cost bus services, as feasible, to link schools with off-site day care providers.

Some of you know that in Montgomery County, as well as any place else, there are a lot of stories that can be told about schools not cooperating. But our general policy is one of being positive and cooperative. What I can say is that this collaboration has resulted in a broad base of school-age child care provisions for our citizens. Sixty-two of our 111 elementary schools have day care programs operating on the school site, leased through the public school system or the Community Use of Schools Office. Most of the other schools are served by nearby centers, with transportation arranged.

Shared Space

The other method of leasing space for day care is through the Community Use of Schools Office. This agency seeks to bring needed community services into the schools during noninstructional hours. Office staff assist school committees as they assess community need for day care, develop

criteria for day care providers, and select providers who meet their own specific community needs. The selected providers operate before-and-after-school programs in shared space such as all-purpose rooms, gymnasiums, or classrooms. Leases for this type of space are low cost and made on a yearly basis. There are thirty-two day care programs in our schools under this type of agreement.

Recently we embarked on a three-year pilot program with the Community Use of Schools Office. One of our employees has been loaned to that office to coordinate the development of after school enrichment programs for upper elementary and junior /intermediate/middle school students who would otherwise be in self-care. Ten elementary and seven junior/intermediate/middle schools have before-or-after-school enrichment programs serving students age nine to fifteen. These programs, designed with school staff, parents, and student input, bring a full range of enrichment and recreation activities (from computer keyboarding to video production to karate) to students during the hours from 3 p.m. to 6 p.m. A site coordinator is accountable for student check-in. Snacks are provided. In the elementary programs special activities take place during our half-day in-service days when students are dismissed early. These pilot programs are self-supporting through parent fees; partial scholarships are available for children in the free and reduced lunch program.

Magnets

We also have experimented with magnets. While most of our magnets feature instructional enhancements, we do have two "reverse" magnet programs that feature before-and-after-school care on site. These day care magnets at Somerset and Westbrook have been successful in drawing minority students to predominantly majority schools.

We are now in the process of designing two kindergarten-day care models which will involve the school system and the county government in collaborative program development: half-day kindergarten and half-day day care. We will monitor the project closely and evaluate it carefully. There has been much debate on this program approach, not about the need for day care for kindergarten children but about the length of the sessions. Some prefer a longer kindergarten day, but that presents a cost problem. It is probable that this issue will be debated extensively

Minigrants

With the diversity of our county considered, we have set aside additional fiscal resources that encourage schools to develop their own special programs to meet student needs. Mini-grants currently fund special after school programs in many of our schools. One large elementary school, Rolling Terrace, has been extremely successful in knitting together a continuum of after school services. Mini-grant funds provide an extended day program (until 4 p.m.) for all fifth and sixth graders. The recreation department and PTA fund a matching younger siblings program. A day care provider in joint occupancy space serves preschool and younger school-age children before and after school, and the Community use of Schools Office operates an after school enrichment program for third through sixth grades until 6 p.m.

Summary

We have accomplished much in Montgomery county but we cannot say that we have solved the problem; we haven't. Not yet. The solutions we enjoy require sharing—sharing the responsibility for school-age care, the effort required to ensure it, existing resources in the best interest of kids, and the commitment to working together, even though working together can be time-consuming and difficult. Sometimes you have to step on each other's toes when you are learning to dance.

And sometimes we have to confront our own prejudices and question our preconceived notions about what is good for children in order to give potentially effective pilot programs a chance. I was visiting an after-school enrichment program at an elementary school and talking to a fifth-grade youngster who was in the program five days a week. I asked him what he did every day, and he said, "Well, Mondays I take computer keyboarding; Tuesdays I take writer's workshop; Wednesdays I take t.v. production; Thursdays I take volleyball; and Fridays I take space exploration." I became aware that part of me was beginning to feel sorry for this kid who didn't seem to have a chance to just play or "goof off" after school. I said to him, "It sounds like you're a very busy young man." He responded, "Yeah, I am, but I like it that way, and on the weekends I get to relax."

Our work together as school system administrators, as child care providers, as policy makers, and as advocates for children will need to continue

in the coming years if we are to be responsive to the changing life and work styles of adults and children in our society and the demands which those changes make on our families and community services. In this way we can help our youngsters fulfill their potential.

Success Story Two: Prince George's County

Dr. Joyce A.M. Thomas

Long before the desegregation effort accelerated in 1985, Prince George's County was aware of the need for preschool and school-age child care. The extent of the need was verified when the county responded to HB 1071 with the School-Age Child Care Needs Assessment Report of 1977 and found that Prince George's County has the highest percentage of working women in the nation. With a total population of 696,000 citizens, and 212,423 children ages birth through nineteen, a critical gap for child care facilities exists. It was not until the school system set out to design specific programs for its families that we began to address the need on a committed basis.

In June 1985 the school system was faced with a court order that required them to develop plans to bring all schools within 10 to 80 percent black enrollment. During the 1984-1985 school year a special consultant panel approved by the court had issued a set of recommendations that would have dramatically increased mandatory busing in the system, forced the reassignment of almost 30,000 students, and simultaneously closed certain schools and reopened others previously closed. Because the recommendations of the panel were not well received by the communities to be affected, the school system proposed the Magnet and Milliken II programs as alternative ways to meet the court's requirements. These programs were approved for implementation by the court, commencing with the 1985-1986 school year.

Milliken II schools are schools that cannot be racially integrated further because of their physical location. The schools offer additional staffing

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and enriching programs. Magnet programs are designed to meet two overall goals: (1) to offer qualitatively "different" educational experiences to students who elect to participate and (2) to attract students of other races into attendance at schools with over 80 percent black enrollment, thereby altering those enrollments to bring them within the court established guidelines.

The Prince George's County Public Schools initially addressed desegregation concerns with two programs: (1) talented and gifted and (2) extended day, then called Workplace Schools. Twelve schools were affected by the magnet program and two were affected by the Milliken II program.

The magnets became very popular; the school system now has thirteen different programs offered in forty-four schools representing 26 percent of the 171 public schools in Prince George's County. During the 1987-1988 school year, twenty-four of the thirty-nine schools with magnet programs had achieved the goal of reducing black enrollment to less than 80 percent.

With this background let us look specifically at the extended day magnet programs that now serve just under 1,000 students: four extended day with 481 students and nine before-and-after-school with 498 students. We began with six extended day schools in 1985 and have expanded the program to include non-magnet schools with before-and-after-school care programs that serve students in kindergarten through grade six who reside within the schools' attendance areas.

As noted, the extended day magnet program was designed to meet the needs of working parents and their children. The programs provide a school-based care facility for before and after the regular school day. They also provide an attractive array of enrichment activities for early morning and afternoon student participants, complementing the regular school program.

The first extended day magnet schools were selected as program sites because they were the focus of desegregation efforts and were relocated on the east-west travel routes in the major employment centers. It was an-

ticipated that non-black parents would bring their children from the more easterly, non-black-populated sectors of the county to the more westerly, black-populated sectors of the county. This did not occur. Most students in these schools represented neighborhood service areas and still do today. There is now a waiting list of over 400 students wishing to access the program; however, because the programs were established to improve the racial balance within schools, we are limited to desegregation guidelines. Because the school system failed to attract the anticipated non-black population to certain schools, we looked to an in-attendance area before-and-after-school care program. Such a program was not connected to the system's desegregation efforts.

The extended day magnet program activities reflect the broad needs and interests of school-age children. Included are

- homework
- arts and crafts
- music and dance
- science and mathematics
- sewing
- reading
- technology education
- snacks

Computer labs are featured in the extended day magnet programs, and we find that children are eager to improve skills and play computer games. Clubs also are enjoyed by the older students.

We have been asked how we finance the programs and determine expenses. The major portion of cost is, of course, staffing. Magnet extended day programs are supplemented with magnet funds from federal, state, and county sources for start-up costs such as computers, music equipment, technology equipment, etc. Ongoing costs include a coordinator who is a liaison/resource person to the regular school program as well as coordinator of the extended day program. Work hours are from 11:00 a.m. to 6:30 p.m. The salary is equivalent to that of a ten-month teacher plus fifteen days for extra duty and planning time. A secretary/health aide is employed for seventeen-and-a-half hours a week. Instructional assistants are hired and paid on the salary scale of school instruc-

tional aides, which is based on education and years working in the county, etc. They work four-and-a-half hours per day. Our staff/student ratio is 1:8. This ratio includes the coordinator and secretary/health aide. The secretary/health aide receives health training in order to hold this position. The cost of the extended day service to parents is $35 per week.

At the end of the first year an evaluation survey was completed by principals, staff, and parents. The findings indicated that the extended day school magnet program had achieved its major goal of meeting the needs of working parents to have their children participate in before-and-after-school enrichment activities while being safely cared for during the entire working day of the parent. A second but no less important objective of the extended day program was to impact favorably on student and parent attitudes toward school and, in particular, to enhance student motivation and opportunity to learn through the program's purposefully designed extended day activities in a friendly, supportive, and helpful school environment for both students and parents

Most of the survey information relating to attainment of student care and enrichment activities came from the parent survey which indicated first and foremost that 86 percent of all the parents claimed that there are now "more and better opportunities for students to learn." Furthermore, 86 percent of all the parents agreed that "my child's attitude toward school is more positive" now that the school has adopted the extended day school arrangement.

There were many other positive effects noted in the survey responses.

- Students do better on standardized tests (as measured on the California Achievement Test).
- The activities are planned so that students succeed and feel better about themselves.
- Students have a more positive attitude toward school: parents report that children want to come to school because of the extended day program activities.
- Parents and students enjoy the completed projects, e.g.,woodwork, crafts, cooking, though more important is the language and concept development that occurs.

- Parents are comfortable knowing that their children are in a safe, secure environment.
- The computer, the resource books in the media center, and other learning tools are being utilized after the regular school day.

During the 1989-1988 school year a survey again was directed to all principals, program teachers, and parents of program participants. Questions were asked to elicit opinions regarding the programs. The parents were asked to grade program elements on a scale of A through F (failing). Again parents indicated that they were satisfied and pleased with the overall program.

Although there are many positives in the extended day magnet program, there are some negatives as well. As noted, because of the location of the extended day schools we were not able to draw enough non-blacks needed to maintain these services through the programs even though a school and community task force study detailed the need for this type of child care service in Prince George's County. With over 800 students still remaining on the extended day waiting list, another solution was sought.

On May 28, 1987 the task force's recommendation to the board of education was that a system-managed before-and-after-school care program be instituted in non-magnet elementary schools. The following September the program was established in seven schools based on a parent survey and parent willingness to support such a program.

The before-and-after-school care program must be self-sustaining as there are no outside funds to support start-up costs. The staffing and fee structures are slightly different from that of the magnet extended day program. A coordinator is hired to work six hours per day. The salary range is $10.43 to $16.86 per hour. Required background for the coordinator job includes a college degree in child development, administration, or a related field, and training in the area of day care and/or other experience in child care

Aides, also known as group activity assistants, work five hours per day. Each must have a high school diploma and some training in child care. A salary of $7.12 per hour provides the baseline wage regardless of

education. A secretary/health aide is hired for three hours per day. The cost to the parents is determined by the size of the program at each site: $45.00 per week, 30-39 students; $40.00 per week, 40-45 students; $35.00 per week, 55 or more.

To summarize, each program is similar and is operated with a coordinator, group activity assistants, and a secretary/health aide. The hours of operation are 7 a.m. to 6 p.m., Monday through Friday. The centers remain open without extra charge when schools close because of emergencies or inclement weather. Although the program does observe some regular school holidays, services are provided at selected centers on optional days (days when schools are not regularly in session) for an additional fee.

Transportation is not provided for these programs. However, children who live within a school's regular attendance area may continue to ride the morning school bus if they are eligible for transportation services, with parents providing transportation in the afternoon. Students accepted in the extended day magnet program must be transported both ways because the schools they attend are outside of their regular attendance area.

The Maryland-National Capital Park and Planning Commission (MNCPPC) as well as the YMCA had previously operated after-school child care programs in some of our elementary schools. They continue to do so at certain schools where the population has not made the commitment to support the school-managed program. The school system has worked closely with both of these organizations, and good working relationships have been established.

A new program will begin at Northwestern High School in January 1989. But rather than providing care for school-age children, the Northwest High School Child Care Center will care for ten to twelve infants and toddlers of teen parents who are attending high school. The center is a collaborative effort of the Northwestern Community Advisory Committee, Interfaith Advisory Council, the school system, the Departments of Health, Aging, and Social Services, the Commission for Children and Youth, the Private Industry Council, and the University of Maryland.

We have seen how it was the magnet program that provided the impetus for Prince George's County to begin to address its child care needs. While

the extended day magnets succeeded greatly as a program, they failed to meet the desegregation goals. We then looked beyond to develop non-magnet type programs. We have opened before-and-after-school programs and are reviewing mental health and drug prevention programs.

The programs discussed are only a few of the ways we have responded to challenges presented by our county's children. We will continue to listen and to work with and for parents in a committed way to address child care concerns.

Success Story Three: Charles County

Jean Valentine

Once upon a time, in November of '87 to be exact, in a place not far away, two hours as the crow flies but considerably longer if you travel routes 695 and 301 in peak times during traffic rush hours, in the county of Charles, there lived a sleeping giant by the name of School-Age-Child-Care-Great-Idea-But. This giant had been asleep for a long time. I am told that several years ago he stirred briefly but quickly slipped back into slumber for lack of interest. As the story goes, School-Age-Child-Care-Great-Idea-But would only awaken when he heard the melodious singing voice of the beautiful princess who lived in the castle on the hill. Well, there is music, and then again there is music. And the syncopated rhythms of House Bill 1071 from the Maryland Legislature in Annapolis worked just as well. School-Age-Child-Care-Great-Idea-But yawned, stretched, turned over, sat up, put his feet on the floor, and proceeded to run throughout the county telling everybody about the virtues of school-age child care, after first stopping by the Bureau of Vital Statistics to change his name to School-Age-Child-Care-Planning-Committee.

By May 1988 the commissioners of Charles County were so enraptured by the message of School-Age-Child-Care-Planning-Committee that they authorized the creation of the Child Care Division within the

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Ms. Valentine is Child Care Superintendent, Charles County, Maryland, Department of Community Services.

Department of Community Services and the hiring of a child care coordinator. Everyone by that time wanted to get into the act—and why not? School-age child care is indeed a great idea. So the county government, the board of education, and private day care vendors forged a partnership to establish school-age child care, to get it up and running in Charles County. Along the way there was some special help from many friends: Joan Marsh and Susan Copsey from the Region IX Office of Child Care Licensing and Regulation; Charlotte King, director of the Department of Social Services in Charles County; Barbara Tayman, day care program manager from the Department of Human Resources; and John Bloom, the superintendent of schools in Charles County.

The partnership is unusual in that the Charles County government actually sponsors school-age child care. It provides an operating budget of $67,000 to pay salaries of the child care coordinator and a clerk typist who are located in the Department of Community Services. The department has several direct responsibilities for the program. It monitors the vendor to ensure appropriate staffing, program delivery, and proper equipment and supplies. It prepares all public information, brochures, and materials. It notifies the child care staff of delayed openings and early dismissals in inclement weather. The board of education also has several program responsibilities. It provides free space in each of the sixteen elementary schools in the county, including all utilities (with the exception of telephone), custodial services, furnishings, and the outdoor and indoor space for gross motor activities. It provides normal maintenance and custodial services, which required principals to rework the schedules of the building service workers. We discovered that considerable overtime is necessary because custodial service workers only work an eight-hour day. However, our centers are open from 6 a.m. until the opening of school and then again from the close of the school day until 6 p.m., which means that there are overtime costs to be picked up by the board of education. The board also notifies the child care coordinator when inclement weather forces closing, delayed opening, or early dismissal.

School principals are responsible for finding program space. Because space in the public schools is at a premium in Charles County, as it is in many counties, we do not have the luxury of having self-contained space. We use gymnasiums, cafeterias, multipurpose rooms, media rooms. Our

child care staff has become very adept at creating portable, collapsible, storageable environments and learning centers for the before-and-after-school programs. Literally, they have to set up in the morning and pack away by the time school opens.

Operation and management of the centers are the responsibility of the vendor. This includes recruiting and hiring personnel, payroll and accounts payable, maintaining liability insurance, planning daily activities for children, developing handbooks for staff and parents, and ordering program equipment and supplies. Centers are open for two sessions daily: before school starts at 6 a.m. until school opens and from the close of school until 6 p.m. No transportation is provided. Selected centers are open all day for twelve days during the school year when schools normally are closed with the exception of Christmas week and three other holidays. Parents may select from one of six service plans and fee schedules. Fees range from $30 to $45 a week. School-age child care centers have qualified staff hired specifically for these programs. All centers are staffed to maintain a staff/child ratio of 1 to 13.

Typical program activities for the before-and-after-school program include arts and crafts, sports and nature projects, field trips, special events, and performers and special guests. Each center has interest areas that encourage children to explore and create. We are of the opinion that school-age child care should be relaxed as in a home setting, not a mere extension of the school day. We think that the amount of time children spend on academic activities during regular school hours is enough. They need a change, and we try to provide activities to accommodate them. The activities are developmentally age-appropriate for the children enrolled.

There are some keys that I believe are responsible for Charles County's success. The first was the nature of the interagency planning and member agencies' support. In November of 1987 when the county commissioners set up the planning committee, they requested specifically that agency heads participate on this committee. They did not want "representatives." The commissioners wanted people there who were able to make decisions and, more importantly, people who were able to commit certain kinds of services and resources to the program.

Secondly, there is a saying: "Whichever direction the head goes, the body will follow." This proved to be true. We have very dedicated and committed county commissioners who have been very concerned about child care. Once they set up this panning committee, they took its work very seriously. They made every effort to implement the planning committee's recommendations.

A third key to our success was the appointment of one particular person from the board of education to work directly with the child care coordinator. This has been a very successful relationship; we found that it decreases the time required for problem resolution. In addition there is one person from each agency identified as the solver of problems relating to that agency. It is not necessary to deal with each school principal. If the board of education says, "This is the way it will go," then the mandate applies to all of the schools. That, we think, has been very, very important.

Another key is the interagency agreement between the county and the board of education, with specific roles and responsibilities outlined clearly for school principals as well as for the vendor. Charles county opted to procure bids from those persons in the private day care community who would be interested in providing the school-age child care. Bids came in, were reviewed, and the decision was made to go with a single vendor to provide school-age child care throughout the county.

Still another key to success was the rapport that was developed with the school principals. Initially there was some apprehension on the part of school principals which stemmed from not knowing how much administrative responsibility they would have to assume in the operation of the program. For the first thirty to forty days of this project my job as child care coordinator was to visit literally all of the elementary schools, sit down and talk with the principals, explain clearly what the before-and-after-school program is all about, and listen to their concerns and fears and try to allay them. I also am addressing every PTA so that teachers in the schools and parents of the children will have an opportunity to hear about school-age child care and to have their questions answered as well.

We have had massive publicity, and I cannot stress that too much. You cannot speak to a subject one or two times and expect the community to

be supportive. The publicity campaign began when the planning committee started its work. All during the time the planning committee was holding meetings there were newspaper articles and announcements on the radio telling the public that the committee was meeting and what was to be on its agenda. The word was out, so when finally we reached the point of service it was not something new. We have spent more than $10,000 in publicity alone for this program, funds allotted by the commissioners in addition to the basic budget. We have had full page ads in the newspaper. We have had radio interviews. We have sent out letters over the signatures of the county commissioners to every parent who has a child enrolled in the public elementary schools in Charles County. Fliers have been sent home with children. We have generated much activity to spread the word, and it is paying off.

When we opened in September 1988 there were 32 children. Today, three months later, our enrollment has grown to 105. That is an impressive growth in a very short period of time, and we expect it to continue.

Giant School-Age-Child-Care-Planning-Committee has changed his name once again. He is now known as School-Age-Child-Care-Great-Idea-But-Why-Stop-There. We are in the process of negotiating with the board of education for an extended care summer program which will be at selected schools beginning in June 1989. We also are planning the establishment of a child care center for county employees' children who are three months to four years of age, opening in September 1989. And we also are looking at September 1989 to include middle school children in school-age child care centers. The giant, I firmly hope and trust, is awakened forever to the realization that the care of our children is truly everybody's business. Never again will the giant in Charles County slip into disinterest and neglectful slumber. Long live the giant!

PART FOUR

THE WORKSHOPS

Five basic issues related to school-age child care were discussed by workshop panelists who have had direct experience in various phases of the development of school-age child care services. Ways to overcome many of the obstacles often encountered were shared and discussed.

PART FOUR

Workshop 1
School-Age Child Care: Whose Responsibility?

This workshop provided an opportunity to explore the issues associated with the development of school-age child care programs. Particular attention was paid to costs and benefits of school-age child care as a social policy as well as to specific costs and benefits of various program models. The roles and responsibilities of public and private organizations, including school systems, recreation agencies, libraries, social service agencies, churches, and businesses, were examined.

Marge Kramer
School-Age Child Care Specialist
Department of Human Resources
Bergan County, New Jersey
Education and Training Associate
Wellesley School-Age Child Care Project

My responsibilities as a school-age child care specialist in New Jersey are to establish and maintain relationships in municipalities that will allow the assessment of the community's climate and school-age child care needs, and then to promote the development of neighborhood-based programs that provide supervision for school-age children during the hours when they would otherwise be left unsupervised. In the process it is important to examine services already in place that are serving school-age children (such as department of recreation programs) and encourage them to redefine their mission.

School-age child care is everybody's business. There are many community players who are interested in and/or involved in school-age child care for a variety of reasons.

1. ***Mayors.*** School-age child care services enhance a municipality's image and often entice young working families to move where services are located. An increasing number of mayors and city officials have recognized that school-age child care is a child care issue that is well suited to major involvement by municipal government. Many have recognized a link between the provision of high quality school-age child care and a decrease of city expenditures in remedial education and other support services often needed by youth. Realtors also are very interested and sometimes are the source of financial help.

2. ***Schools.*** At the state and local level, parents, school administrators, and policymakers are developing legislative and programmatic responses to the need for more school-age child care. Much of this activity focuses on the use of available public school facilities as a logical locus for school-age child care programs. Many schools have entered into collaborative agreements with community groups and agencies to use school space. Some school districts and individual schools prefer to run their own programs.

   The benefits to school-based programs are many. A school-age child care program located in the school building brings parents into the schools. They become familiar with their child's routine, read bulletin board notices, and become more supportive and sympathetic to the concerns of the schools as a result. School-age child care staff can join a child study team, contributing observations and information from a different perspective. A staff member becomes another significant adult in the child's life who is in touch with two others: the child's parent and the child's teacher. In a recent Louis Harris poll, teachers responded that children's performance in school is affected by the way they spend their out-of-school time. Most teachers are supportive of school-age child care and appreciate that supervised recreation and homework are offered

3. ***Librarians.*** For an increasing number of children, the community library is being used as a child care facility.Librarians are delighted to have children spend time in libraries but also recognize that they are not equipped to handle groups of children for long periods of time, especially if they become disruptive. They also question who is liable in the case of an accident or if a child were "kidnapped." And they are concerned that children's needs for an afternoon snack and opportunity to"let off steam" after school are not being met.

4. ***Departments of recreation, youth service clubs.*** Because working parents can no longer transport children to and from activities after school, recreation facilities lose participants if they are not located within easy walking distance of the school. Since recreation departments and youth service clubs have expertise in working with the school-age child, they are good candidates for center sponsorship, either in schools or in their own buildings once transportation can be arranged.

5. ***Community schools, adult education departments.*** The community schools' raison d'etre is to meet the needs of the community's children and their families, and the need for school-age child care is easily documented in most communities. Community schools have the ability to establish programs and the mechanics in place for fee collection, etc. They generally are under the auspice of the local board of education who usually incur no increase in insurance costs when running a school-age child care program.

6. ***Girl Scouts, Boy Scouts.*** Scout troops are dwindling. Even though parents would like to have their children in scouting, the lack of transportation makes after-school meetings impossible. In many communities the troops meet as part of the school-age child care center program.

7. ***Corporations.*** Employers are experiencing the "three o'clock syndrome." When parents supervise their children's after-school activity via telephone at three o'clock, productivity is reduced. Em-

ployees' child care problems also create high rates of absenteeism and make recruitment and retainment of employees difficult. Corporations can get involved in a variety of ways: lending professional expertise in planning, establishing, and managing centers; giving financial support for start-up cost;helping with publicity; and providing corporate vans at three o'clock.

8. ***Social service agencies.*** These agencies see all of the problems of today's society in both children and adults, such as depression, substance abuse, and school failures. They are well aware that supervision equals prevention and they support school-age child care programs that deal with these issues. For example, the United Way in Bergen County, New Jersey, is especially supportive of school-age child care and has provided extensive financial help.

9. ***Senior Citizens.*** Many families live miles apart in today's society. Some senior citizens miss their own families and enjoy being with children. They can be trained and then hired to work as aides in centers. It is important to remember, however, that not all senior citizens want to be directly involved with children but can contribute in other ways: lending expertise in certain projects such as woodworking and poetry, giving legal or financial advice; providing other professional expertise developed in their pre-retirement lives. Some communities have arranged to share the use of senior citizen transportation vehicles at three o'clock to transport children from school to another site for child care.

10. ***Family day care providers/child care centers.*** In many cases, existing child care facilities would like to expand to include school-age children but lack the resources. The community could rally to provide support through busing to facilities, free publicity on the availability of child care openings, or building a facility annex.

Millicent Grant
Chief, Child Care Division
Department of Family Resources
Montgomery County, Maryland

The Montgomery County model for child services is one that focuses on local government support of privately operated school-age child care. This approach seems to be working relatively well and may be suitable for some other communities.

Montgomery County, Maryland, is a suburb of Washington, D.C. Although we have urban and rural areas, the county is predominantly suburban; and although we have some people who are poor and some who are wealthy, we are typically middle-class and in professional, technical, and managerial fields. Our current population is approximately 700,000 and is growing rapidly. We are experiencing a second baby boom. Our public school system is moving toward serving 100,000 children and will build twenty-one schools over the next few years with mostly local dollars.

We are concerned about child care for four age groups: infants and toddlers under age two, preschoolers ages two to five, younger school-age children ages five to nine, and older schoolagers ages nine to thirteen. By our best estimates there are 75,000 schoolagers ages five to thirteen, 65 percent of whom live in households where the single parent or both parents work outside their homes. Of these, 25 percent have one parent who works part-time and another 25 percent have adults available to assist with child care. Younger schoolagers are served by about 50 percent of our 230 licensed child care providers. Most child care centers are housed in public buildings, and most of those are in public schools.

As our draft statement of principles indicates, Montgomery County has an answer to "whose responsibility." Everybody's! This position is based on the belief that parents are the primary caregivers, teachers, and supporters of these children; that government is not solely responsible for helping families with child care needs; and that government should enable, assist, facilitate, and support private providers.

How does our county government attempt to fulfill its roles? We have a unique superstructure of child care support that includes the Child Care Division (CCD); Children's Resource Center (CRC); Working Parents Assistance program (WPA); Child Care and the Workplace Unit; C.O.N.T.A.C.T. Childcare; Commission on Child Care; and cooperation with other facilities' agencies.

The Child Care Division (CCD) is part of the county government's Department of Family Resources. It became a separate division in 1989 and essentially consolidates most of the county's child care activities. CCD's mission is to expand the supply of available, affordable, accessible quality child care to meet families' needs.It does this by

- providing leadership for intersector planning
- coordinating child care facilities
- providing leadership for facilities and initiatives, including a project that puts modular centers at school sites and incorporates child care centers in public buildings
- coordinating regulatory agencies
- operating CRC, WPA, Child Care and the Workplace, and C.O.N.T.A.C.T.
- developing and demonstrating new programs, including some for children and families with special needs and pilots that enhance services for half-day kindergartners

Our Children's Resource Center (CRC), dedicated to promoting quality child care, is a remodeled former school building. In addition to the CCD office, CRC houses the following:

- model centers for 250 children ages infancy through school age
- Child Care Connection, a private child care resource and referral service for parents, funded partly by government contract
- a child care resource library operated by the public library system
- C.O.N.T.A.C.T. Child Care
- the Commission on Child Care, an information resource for the field
- meeting space for several professional child care organizations
- space for training, workshops, conferences, and special events offered by many agencies

The Working Parents Assistance program (WPA) is a local subsidy program with several innovative features that help working parents of school-agers better than more traditional child care subsidy programs have done.

Child Care and the Workplace is a new unit coalescing ongoing activities with employers, including conferences, round tables, and a clearing house. The unit also works with the Montgomery County Department of Personnel on services to county employees (e.g., priority placements for centers in county facilities, the Dependent Care Assistance Plan, and planning for employer subsidies).

C.O.N.T.A.C.T. Child Care provides orientations, resources, information, and consultation to existing and potential providers.

The Commission on Child Care is a locally mandated body of child care parents, providers, business people, and agency representatives that advises the county government on child care matters. Staff support is provided by CCD.

Some government agencies have key roles related to facilities: the school system rents exclusive space to child care centers when surplus space is available; the Community Use of School Office rents shared space in schools and a few other public buildings; the Department of Facilities and Services rents exclusive space in public buildings other than operating schools. The State Department of Human Resources is responsible for licensing and for the state subsidy program. The planning board has commissioned notable studies on child care facilities in nontraditional locations (e.g., parks, commercial zones) and considers child care as a public amenity in granting building permits.

All of the items listed below have given Montgomery County more and better school-age child care than comparable communities elsewhere. Because so much of this is relatively new, we think the best is yet to come. For instance, our pilot project for half-day kindergartners has involved newly intense cooperation among private providers, the county government, and the school system; it augurs well for improvements to come.

If I could venture some conclusions from my varied experiences, they might be as follows:

- Meeting school-age child care needs almost always involves some mix of government and private responsibilities, although roles vary among communities.
- A mix that puts local government in the leadership role to support private child care services is valid, feasible, and offers advantages over models where leadership is private or services are public.
- The most appropriate roles for all sectors—parents, providers, business, community agencies, government—vary from one community to another and evolve rather than being assigned.
- The local level seems to offer advantages over state and federal levels of leadership in securing widespread cooperation among various sectors and resources.
- On the other hand, even though Montgomery County's model has relied heavily on local funding, funding from state and federal levels is probably necessary for most localities to make substantial progress on school-age child care. For maximum effectiveness, that funding should support and promote local initiatives.

Excerpt from "A Child Care Action Plan for Montgomery County, Maryland"

Principles

The following are the underlying principles generally guiding county government on child care.

A. *Parents Are Primary*

Parents are the primary caregivers, teachers, and supporters of their children.

When that care is given over to people other than the parents, parents (except in extreme cases) have both rights and responsibilities to select, make arrangements for, and oversee that care.

When others assist parents in finding, paying for, or monitoring nonparental care, the assistance should be minimally intrusive to parents' rights and responsibilities.

A child is conceived by two parents and both share primary responsibility for the support and well-being of that child.

B. *Work Is Valuable*

Work that contributes to the goods and services of the community, to the personal satisfaction of the workers, and/or to the economic self-efficiency of families is valuable to all.

All parents (including both mothers and fathers) tend to work outside of their homes for the same ends: financial income and job satisfaction.

All of the following are valued: work within the home with or without pay, work beyond the home with pay, and training and education leading to work. However, in keeping with principle A, county government financial assistance is targeted toward parents who are making every effort to reach economic self-sufficiency. On the other hand, targeting financial assistance only to the "poorest of the poor" rather than proportionally to all families who cannot afford the full cost of child care devalues work and presents disincentives to further personal financial attainment.

C. *Quality Child Care Is Essential*

Quality child care must be available, affordable, and accessible to every chid whose parents work, attend school or training, or are otherwise unavailable on a regular basis to provide that care.

Quality child care is essential for healthy children, families, and communities. Not only does quality child care ensure children's health, safety, and comfort, it is professionally designed to meet children's developmental needs in keeping with what is known about how children grow and learn.

Children cannot wait for quality child care. Childhood is too short and the effects of inadequate care are too grave.

D. *Government Is Not Solely Responsible To Help Families Needing Child Care*

Parents must be willing to (1) pay as much as they can afford for quality child care, (2) make the time to carefully select and monitor their children's care, and (3) let their families' needs and preferences be known to employers, providers, and community planners.

Employers must be willing to objectively assess their abilities to (1) adopt personnel practices that minimize child care needs, (2) directly assist with remaining needs, and (3) band together with other businesses to otherwise address mutual child care interests.

Providers must be willing to (1) explore new options for meeting child care needs, (2) be responsive to other-than-traditional needs, and (3) further develop both their child development and business competencies.

Community organizations must be willing to (1) identify resources available to them that could be used for the benefit of child care, (2) be advocates for contemporary families, and (3) help develop new resources.

In a setting where all sectors share responsibilities for meeting child care needs, the local government's main responsibilities should be to (1) provide information and assistance to all sectors to enable them to meet their responsibilities, (2) coordinate among the sectors to assure cooperation toward common goals, and (3) directly help pay for families in need who lack sufficient aid from other sources.

Other levels of government (state and federal) must be willing to contribute, particularly to help pay for those who cannot afford needed child care.

Private Providers of Child Care

To date, private child care providers have given Montgomery County an extraordinarily high number and quality of out-of-home child care. The number of people seeking to become providers remains very high.

With such resources in the community, the government should enable, assist, facilitate, and support private providers in order to promote accessible, affordable, quality child care in the private sector to meet the needs of Montgomery County families.

William Mitchell
Director
Department of Recreation and Parks
Howard County, Maryland

A recent article in the *Wall Street Journal* by Carol Hymowitz, entitled "For Many Kids, Playtime Isn't Free Time," illustrates an underlying problem of much of the school-age child care provided: too rigid a schedule which may kill spontaneity. Based on this possibility, I believe that the responsibility for school-age child care lies with the parent, the educator, and the local recreation/leisure service provider. Full days of education—from 6 a.m. to 6 p.m.—allow no time for children to unwind. I would like to outline a model we use in Howard County with that thought in mind.

Philosophically we in the Department of Recreation and Parks are not in the day care business, but we are in the business of satisfying the leisure needs of people. Per capita and in comparison to adjoining counties, Howard County's child care resources rank first in the number of licensed preschool and school-age child care center slots. Even so, 17.8 percent of the respondents in a recent survey attributed their inability to seek and keep employment to the lack of available child care resources. In addition, Howard County's preschool population is expected to remain static during the next decade while the school-age population will grow by 32.5 percent. Considering the present need and the growth potential, the department decided to initiate a before-and-after-school extended recreation program that would offer a viable solution to the community's documented need for child care service.

The Columbia Association and Howard County Department of Recreation and Parks operate before-and-after-school programs at over fifteen

elementary schools in Howard County. We offer a quality recreation program for children ages five to eleven from 7 a.m. until school starts and another program when school is dismissed until 6 p.m. The components of the program are a variety of quiet, low-key activities such as board games, arts and crafts, circle games, homework table, special events, trips, tours, movies, guest speakers, holiday shows, and theme days. Snacks are served as well. We charge $50.00 per month for morning only, $80.00 per month for afternoon only, and $120.00 per month for both morning and afternoon. This is far below the average cost of $46.11 per week for regular day care services that were established by the Day Care Task Force of Howard County.

At one point we noted the need to raise the salary level to attract and retain quality leaders. Current salaries range from $5.30 to $8.50 per hour. This step has proven to be beneficial in retaining the leaders, and the absentee rate has been cut tremendously. Also, the growth of child care for before and after school is very attractive to potential employees who are seeking part-time positions that may become full-time work with benefits. Prior to assuming their responsibilities in the programs, all staff are trained in program policies and procedures, program activities, first aid, and child guidance.

Parents receive a manual that includes information, policies, and procedures on the following: discipline, inclement weather, school closing, emergencies, registration, fee payments, fee structure, parent participation opportunities, attendance, and transportation for field trips. The extended recreation programs do not operate on nonschool days due to the limited custodial coverage in most of the schools. We consider our program to be a quality recreation experience for the participants in terms of both affordability and program structure.

Concern for school-age children is not new to Maryland. In 1970 the governor in his State of the State message criticized the exclusive school-day use of educational physical plants. He noted that in many parts of the state school buildings were locked up when classes let out and gymnasiums and libraries remained vacant until the next day's classes. He was convinced that these were wasted assets. In response to this concern, the governor and General Assembly approved funds for the Maryland State

Department of Education(MSDE) to initiate the School-Community Centers Program (SCCP).

The primary purpose of the program is to provide accessible leisure time opportunities for Maryland youth. Through the program the local public schools become community centers, remaining open after regular hours and on weekends to provide young people with recreational and supplementary educational activities in safe, supervised settings.

The program is administered on the state level by the MSDE Division of Instruction, Adult and Community Education Branch. Local implementation responsibility is assumed by personnel from Maryland's twenty-four school systems and departments of parks and recreation. Such interagency cooperation was rare prior to the1970's; this program is an early example. While the program is still very successful, funds are limited and the care provided is sporadic.

As we continue to examine school-age child care and to seek ways to meet the service needs of the state, it is important that we put aside parochial differences and work together to meet the needs of the child.

Workshop 2

Ways And Means: Finding Money and Other Resources for School-Age Child Care

This workshop explored creative funding and resource options for school-age child care, including parent fees, local, state, and federal government resources, and private sector funds, materials,and services.

Jean Valentine
Child Care Coordinator
Charles County, Maryland

The Charles County Planning Committee was most concerned about how to best provide care with minimal money from the county. The approach it took was to depend upon interagency support and planning. Various agencies were involved: social services, health department, chamber of commerce, parks and recreation, Charles County Community College, and the board of education. These agencies were asked to consider what each of them could do to make this endeavor a reality and a success.

A first step was to look at the schools for space. It was never suggested that any rent be paid. Since teachers are very protective of their own spaces, attention was focused on cafeterias and gym spaces. One of the biggest problems encountered has been that of storage for the after-school equipment and supplies. There also has been some difficulty in obtaining office space for desks and telephones.

Presently, the planning committee is looking at the Capital Improvement Plan in hopes of obtaining space for the before-and-after-school program. It is also planning to ask the county commissioners for modular units so a home-like atmosphere can be developed. Custodial services have never been an issue; however, there has been discussion about having to pay overtime once eight hours is reached. There is a statement in the county policy that should overtime costs really become a burden to the program, the county is to be asked for assistance.

Response to conferees' questions are as follows:

- The vendor pays for supplies and materials through the parents' fees.
- In developing a sliding fee one should use a starting point of $11,045 family income. Most fees cap off at $30,000. Everyone above $30,000 should pay the same. There should be a sliding scale for before-school care only, after-school care only, and for before-and-after-school care. Expenses for before-school care are considerably less than those for after-school care.
- The county commissioners want to have an office of child care and youth eventually.
- There is no provision to care for children who are ill.

The county's child coordinator is working closely with the Department of Social Services regarding day care vouchers. If the parent is AFCE eligible, fees are paid by social services. Also noted was that Charles County had received an $8,000 grant from the Department of Human Resources for center start-up costs. It was used for telephones and publicity projects.

Dr. Joyce A.M. Thomas
Special Assistant for Magnet and Special Programs
Public Schools
Prince George's County, Maryland

Prince George's County is a sprawling county with densely populated urban areas near the District of Columbia borders, vast areas of suburbs, and southern rural space next to Charles County. It has a population of nearly 700,000, with more than 210,000 children from birth through age nineteen. The county has the highest number of working women in the nation. There is a great amount of child care being developed but it is for infants and preschoolers, not school-age children. At present there are 13,000 licensed/regulated child care spaces in the county in 150 centers and 1,000 family day care homes. About half of each—centers and homes—accept school-age children.

Several years ago the Prince George's County's public school system was ordered by the courts to desegregate the schools. In order to comply without extensive busing, "magnet" schools were created with special programming for after-school hours. Funds for desegregation were used. These programs served as school-age child care as did others established by the schools for the express purpose of caring for children of working parents. Thirteen schools now have school-age child care programs that care for about 1,000 children.The Department of Parks and Recreation has five school-age child care sites throughout the county, and the YMCA has twelve locations for school-age child care, primarily in school buildings.

In addition the libraries have a "Home Safe" education program which is free for school-age children, and the Mental Health Association of Prince George's County has a "Care Line" that serves fifty children daily and is staffed with volunteers.

In 1987 the Maryland General Assembly passed House Bill 1071 which required all political jurisdictions to conduct needs assessments for school-age child care. Prince George's County responded with a comprehensive report made by the Commission for Children and Youth. It found that while a certain amount of care for the age group was in place, at least 32,000 children between four and fourteen were without formal child care arrangements before and after school. Clearly, major new initiatives would be needed.

The Commission for Children and Youth has made several recommendations to ameliorate the situation, some of which relate to funding, others to resources. The following are among them.

- All involved in any way must lobby for an increased number of purchase-of-care slots from the Social Services Administration.
- Care services are needed in middle schools, perhaps in the form of "check in" clubs provided by parks and recreation.
- Parents need to learn about the dangers of unattended children and the need for services for early adolescents as well as younger children.
- Greater utilization of family day care homes in areas where comprehensive schools are located is indicated.

Programs were developed not to replicate the school setting but to make it more relaxed and yet remain a learning environment. In the process of providing service, we came to many understandings.

- A computer center draws middle school-age boys into the program.
- It became necessary to charge a fee for children whose parents are late picking them up. There is a written procedure for staff to follow if a child is not picked up by 7:10 p.m. The policy has been reviewed by the school system's attorney.
- There is a need for involvement of all relevant agencies beginning with the early planning stages.
- Salaries and physical space are major initial costs.
- Shared cafeteria space can be a problem because of the breakfast program.
- The schools have no gymnasiums to share.
- Moveable carts for material storage are used.
- Programs need office space, a part-time secretary, and vault space.
- Fees are collected by a staff person who receives car mileage reimbursement.
- Parents may pay with checks or credit cards. However, if a check bounces more than a few times, the parent is required to pay with a money order.
- Fees include snacks.

The county executive has announced that he is appointing a special committee of county department and agency heads to implement the suggestions and develop still others to meet the county's child care needs.

The Prince George's school system is working closely with the county's parks and recreation department to develop an activity program that will have special appeal to middle school-age children.

Dale Jackson
Child Care Coordinator
Howard County, Maryland

Twenty of the school-age child care programs in Howard County elementary schools are operated by the Columbia Park and Recreation Association, Inc. (Columbia Association, CA), a private not-for-profit community services corporation for the "new town" of Columbia, Maryland. The organization is supported by lien payments assessed against Columbia residents and by facility and service users' fees. The school-age programs offered by CA are some of the longest running in the country. Because of the unique nature of the Columbia Association, and with the cooperation of a number of different organizations, this program has been operating successfully since 1972.

Program Development

In the late sixties and early seventies CA offered after-school recreation programs to youngsters at local neighborhood centers. It became apparent over time that many, if not most, of the children attending the programs were "latchkey" kids whose parents were not home after school. Responding to the needs of these children for a more structured program, the Columbia Association developed the after-school care program in 1972. A modest fee was charged to ensure consistent, quality staff and help offset operating expenses. The following September the before-school program was added. Additionally, and perhaps most significantly for the long-term continued success of the program, the Columbia Association and the Howard County Department of Education reached an agreement that allowed the programs to operate out of the elementary schools. This ensured that, over the years, programs could be developed in new schools, begun in older schools if needed, or expanded in existing programs. Programs were licensed in 1976.

Funding

Funding for before-and-after-school care programs comes from a variety of sources. In-kind services such as administrative overhead, office space, legal services, and liability insurance are provided by the Columbia Association. Parent fees for their children's participation help defray operating costs. The fee is $141 per month. Reduced rates based on income and

acceptance of Department of Social Services purchase-of-care contracts aid in making the programs accessible to families of all incomes. Space is made available by the Department of Education within the schools at no cost but with a yearly energy surcharge. This combination of funding sources has meant continued success for the programs for the past sixteen years.

Future

As the Columbia Association has expanded the size of its current programs within Columbia, the Howard County Parks and Recreation Department (HPRD) has begun extended care programs in schools in the outlying sections of the county. By operating programs much like those of the Columbia Association the HPRD has been able to utilize similar funding sources.

No single entity seems to be the answer to finding funds for the operation of school-age programs on a large scale. A variety of funding sources must be explored to ensure economically viable and top quality programs.

Workshop 3

Facilities and Transportation: The Nuts and Bolts of School-AgeChild Care

This workshop explored options for use of school and community space for school-age child care programs. Particular attention was paid to joint occupancy, shared space, and mixed-use arrangements.School bus and other transportation arrangements were discussed.

Donald Pensworth
Director, Family YMCA
Dorchester County, Maryland

The YMCA in Dorchester county is conducting a very successful child care program with assistance from a variety of school and community people. Part of its success is due to the needs assessment that was developed and applied to determine the feasibility of offering before-and-after-school care at the local YMCA. Also, several meetings were held with school-based personnel for input concerning programs and the use of the county's school buses for transporting the children. This was of particular importance since the program was planned for the Y and not at the school site. Policy was established to have the school bus that transports the children after school take them to the Y's child care program rather than to their homes.

Louise J. Corwin
Child Care Coordinator
Baltimore County, Maryland

Baltimore County has had a strong commitment to child care for many years. In 1982 school-age child care was available in several schools and churches. The PTA of the county schools took a leadership role in identifying current and future child care needs.Their findings were reported to the county executive, and in May1984 the Children and Youth Council and the League of Women Voters sponsored a symposium on

school-age child care. County Executive Hutchinson created a task force of representatives from education and colleges in the county, the PTA, civic groups, the business community, and county agencies serving youth and providing human services to recommend a plan and implementation strategy. A small grant was received for a research assistant. The objectives of the task force were

- to expand quality services
- to provide a variety of options for parents
- to create a flexible plan to meet the changing needs of parents and the county
- to assure an effective and equitable implementation plan
- to make a realistic commitment of county resources

The task force recommended the establishment of a school-age child care steering committee for interagency sharing and cooperation;the creation of a child care coordinator position funded with local dollars; the establishment of an information and referral service located in the county library; a standardized leasing policy of school space; and the coordination of course offerings for providers through the county colleges.

The recommendations of the task force have taken many forms, and today the original threads can be seen in the basic premises that drive child care in the county. These premises include the awareness that

- the need for child care is growing
- child care services benefit the child, family, employer, and the community
- the county's role should be one of facilitation
- key components of facilitation include regulation,information and referral, planning, training, and technical assistance
- cooperative strategies between agencies need to be fostered
- a diverse range of care, including family and center care, in schools, homes, public and private buildings, and companies for infants, preschool, school-age, and special needs children needs to be encouraged
- the welfare of the child is primary and is a shared responsibility of parents, providers, and government

- child care should be supported from fees
- the business community needs to become involved in the "business of child care"

A great deal has been accomplished since 1982. The child care office currently is part of the Department of Community Development and is the lead agency in the county for planning and expanding child care. The office provides information and technical assistance; encourages linkages between public agencies, private groups, and the business community; and works to expand child care in the county.

Housing the Programs

The evaluation of the use of school space for school-age child care in the county resulted from the tremendous need for care and the ideal location which schools provide. Schools are built for children, transportation problems are minimal, and the school setting makes other activities already housed in the school accessible.

Maryland Annotated Code, Education Art. Sec. 7-109 states, "If a program complies with licensing, priority is given to a not-for-profit day care program, as long as any additional costs are paid by the day care providers."

Dedicated space for a child care program is the most desirable in terms of storage of materials and supplies and set-up, although shared space can also be used. In our county we have thirty-six programs in our elementary schools and two programs in our middle schools that provide care for approximately 1,275 children. The number is limited by the large increase in the elementary population which will continue to hamper expansion efforts in school buildings.

Space availability is determined by the building principal and the director of physical facilities. If space is available, the principal initiates a needs assessment. If a need is demonstrated, the PTA interviews providers who are asked to describe their program, services, and fee schedule. Parents are invited to select the provider of their choice based on a second parent survey.

The Office of Physical Facilities draws up a standard lease which is renewed annually. The cost (in FY '89) is $2.50 per square foot and reflects the costs inherent in running a building, i.e., maintenance, utilities, and trash removal. Under the terms of the lease, the school(s) is released from liability as long as the vendor provides adequate coverage. Also under terms of the lease, changes cannot be made to school property including playground equipment, which in some cases prohibits children from using the playground at certain schools.

On the whole, use of the schools by not-for-profit providers has been a very satisfactory and stable endeavor for children, parents, and school personnel. But since space in the schools is quickly being filled, the League of Women Voters and Baltimore County conducted a needs assessment in 1988 of facilities in the county that might be suitable for child care. Once identified locations have been visited to determine their suitability for child care, a three-part plan goes into effect. First, programs which no longer can be housed in schools will be relocated to the closest alternate site. Second, centers with waiting lists will be offered alternate sites for satellite programs. Finally, based on need determined by parent surveys, new programs will be planned.

Transporting the Children

Baltimore County's transportation guidelines were instituted in1987/ 1988. They include the following:

1. Transportation is provided youngster(s) from home to school to child care center if the center is more than one mile from the school and within the existing boundary. The process includes reviewing school boundaries by the transportation office, which notifies the area transportation supervisor and the school principals. The regional licensing office advises the transportation office of a newly licensed center so boundary determinations and transportation eligibility can be reviewed. If the new center is eligible, it will be added to the list and agencies affected will receive updates.If school boundaries are changed, updates will be issued.Generally, the transportation office notifies the area supervisor who then notifies the principal. The regional office informs the center of transportation eligibility. If fewer than five children are involved parents

contact the local school. If more than five children are involved the center director arranges the transportation.

2. The school system will transport children to licensed child care across district boundaries only when there is room on the bus, no extra cost is involved, and no program currently exists in the schools attended by the children in question.

Each request is handled individually. Under the second guideline, between twelve and fifteen cases are handled by staff assigned to busing for special needs children and gifted and talented children;additional staff are not required. The guidelines work successfully as a result of interagency cooperation.

Baltimore County has a long-term commitment to providing quality, affordable, available child care not only for school age children but for preschool children as well.

Charles Parvis
Specialist in Community Services
Department of Education
Howard County, Maryland

Howard County follows the Maryland public school law that directs county boards to encourage the use of public school facilities for community purposes. The county has a detailed policy on the use of school facilities by nonschool groups and applies it extensively,especially for school-age child care. However, there is great concern about the availability of space as we approach the year 2000. A facilities task force has been formed to examine the problem and to make recommendations on the issues of the construction and design of new schools and the renovation of existing ones, the costs, and the joint use of school facilities.Goal 4 of the task force's work plan relates specifically to child care on school sites.

Goal 4: Determine the feasibility of developing specific services and programs reflecting the joint use process of school facilities.

Objective: Provide day care services using public school facilities.

Status and Trends:

1. The structure of the family is changing.
2. More mothers are entering the work force. The Washington metropolitan area has more working mothers than anywhere in the nation.
3. The number of single-parent families is increasing.
4. The cost of land and facilities is increasing.
5. The number of teenage pregnancies is increasing.

Recommended Strategies:

1. Family concerns—develop/plan/construct specific designated area (room) to house day care.
2. Continue to make other areas (for example, cafeteria, classroom, and gymnasium) available for before-and-after-school programs.
3. Involve business/industry in the total program: planning, funding, and operation.
4. Work with various social service agencies to provide facilities and coordination.

Consideration/Discussion

The need for day care facilities for school-age children will continue to grow. The school system may or may not be involved in the direct operation of day care programs, but at a minimum it should provide space for their operation. Further, this space should be of a permanent nature to allow for a stable ongoing program.

Workshop 4

Policy and Administrative Considerations in the Development of School-Age Child Care Services

This workshop identified and explored key policy and administrative issues to be considered in the development of school-age child care services in schools as well as in other community settings. Particular attention was paid to appropriate planning and policy development, including discussion of lease arrangements and liability issues.

Dr. Gail Ayers
Director, Community Use of Schools
Montgomery County, Maryland

For a long time Montgomery County has been interested in the optimal use of school space. It is county policy that whoever requests school space will be accorded its use if the nonschool need does not interfere with the academic program. A program director and a policy board of nine members representing various county agencies handle all decisions related to how the schools are used. Because board members are top administrators, the program's business is handled expeditiously.

Schools in Montgomery County are used for child care centers on both an exclusive and a shared use basis. Every effort is made to accommodate the private, nonprofit providers of care; never is the response "no space, no child care." The administrative team works together very well. It believes that time lost disagreeing is time lost to children. It also believes that there is no one way to encourage the expansion of child care; thus, different approaches are used. To encourage the use of shared school space, a breakfast was given for school principals. They discussed good child care and its benefits, principals' viewpoints and frustrations, etc. The result was cooperation for sharing space for an additional forty-one child care centers.

It was found that older children were not participating in after-school activities and that programs were needed to appeal to those children who

drop out of the traditional child care. Pilot programs were designed jointly by the children, the principals, and the community. The result is programs that include activities such as homework, discussion groups, dance, yoga, and weight lifting, all geared to the older children—and they love it!

Finally, it is important to accept differences among groups' approaches; do not assume that elected officials know about child care; and to continue providing care beyond the third and fourth grades.

Eugene Uhlan
Assistant Superintendent for Instruction
Calvert County, Maryland, Public Schools

In January 1986 Dr. Eugene M. Karol, superintendent of schools, appointed seventeen persons to a committee to study options for providing day care for students before and after school. The committee, chaired by Dr. Holler, then assistant superintendent for instruction, took up its charge as outlined by Dr. Karol:

- to determine the extent of the need for day care before and after school
- to consider whether it is feasible to provide such a service
- to consider alternatives for providing day care

Selected members of the committee visited child care centers in Fairfax, Virginia, and Baltimore County and reported their findings. The committee developed an outline to guide its work.

I. Impact
II. Target population
III. Administration
IV. Program
V. Resources required
VI. Legal parameters

At subsequent meetings Lorenza Y. Robinson, coordination supervisor of the Prince George's County Extended Day Child Care Program, dis-

cussed her program with the committee; and Joan Marsh, CDS, licensing coordinator for day care from the health department, presented regulations governing child care centers that operate under provisions of the code.

The committee completed its report in July 1986, addressing each of the items in its guiding outline. The committee's report provided a framework for organizing the day care program, which was approved by the board of education in August 1986.

The Report in Brief

I. *Impact*
While no formal public survey of need was made, elementary principals felt that 20 percent of their students might need such services.

II. *Target population*
The committee recommended that children attending pre-k through grade five be eligible. It recommended further that a center be provided when ten children register for the morning and ten for the afternoon, allowing up to twelve children per adult in the program. The program cost to parents was set at $50 per month for the morning and $50 per month for the afternoon (since raised to $55 each). Additional children from the same family receive a 25 percent discount. Fees are payable in advance and are handled by the finance department.

III. *Administration*
Each center is operated by a center operator under the direction of a county coordinator in the central office. The centers operate only on days when school is open, from 6:30 a.m. to school opening and from school closing to 6:30 p.m. Centers open on time when schools open late and remain open until their regular closing time when schools close early. There is a five-dollar fee for late pick-up (for each fifteen minutes). Breakfast is available in each center at the normal school fee.

IV. *Program*
The program focuses on informal activities including physical activities in the gym or outside, quiet activities such as reading, arts and crafts, completing homework, having breakfast, and working with the computer.

V. *Resources required*
The program uses spaces that are devoted to other activities during the school day. These spaces include music rooms (three schools),kindergarten or pre-k rooms (two schools), and the media center(two schools). In all cases a telephone has been installed in the room used by the program to provide emergency communication for the center. Consumable materials are provided for the arts and crafts activities. Custodians' hours were adjusted to accommodate the program.

A staff person is provided for each ten to twelve children registered in the program. Initially the pay was $5.50 per hour for the operator and $5.00 for assistants. Lack of applicants caused us to raise this to $7.00 and $6.00 respectively (since raised to $7.49 and $6.42). Substitutes are paid the same amounts per hour.

Operators are required to have a high school diploma, our thirty-five-hour training program (conducted under contract by Charles County Community College), or the regular sixty-four-hour child care course, and a year's experience in some type of child care.

IV. *Legal parameters*
There have been no problems in this area. The centers operate under all the regulations that govern our public schools.

Implementation
During 1986-1987 we had enough registrants to operate the program in only one school, Mt. Harmony. Enrollment grew throughout the year in the center. During 1987-1988 we operated centers in all six elementary schools. With the opening of a new elementary school in September 1987 we now operate seven centers. Our total enrollment now stands at 137 children for the morning program and 98 children for the afternoon program.

Community Awareness
We have sent fliers home with all elementary students, placed articles in the local papers, in our school system's paper (which goes to all homes), placed an article on the annual school calendar, and on principals' monthly bulletins sent to children's homes.

Evaluation

In the spring we surveyed parents whose children had participated last year. Here is a summary of some of the responses we received.

- The program provides parents with an inexpensive, quality child care program.
- The program has excellent supervision and provides meaningful projects for the children.
- Parents do not worry about where their children are or what they are doing before and after school.
- Children enjoy the program and the activities offered including physical play and arts and crafts.
- Children are with others their own age rather than with toddlers and preschoolers as in some other day care situations. The small group size assures children of more personal attention.
- Children are free to continue the day's learning process or to relax.

Administrative Problems

1. *Employing center operators.* We had a very difficult time finding people with appropriate qualifications willing to staff the program for the salary offered ($5.50/hr.). Three things seem to make the job unattractive: the low salary level, the lack of fringe benefits, and the early morning and late afternoon hours. Increasing the salary seems to have resolved this problem.

2. *Substitutes.* We have found it extremely difficult to employ substitutes for operators when they are absent. We have surveyed all of our teacher substitutes and have found only six willing to handle the before- or after-school program.

3. *Snow days.* We ran into a particular problem one day when it was announced that school would open two hours late, and later, that school would be closed for the day. On this occasion one parent had dropped off his child and had to return for her after we contacted him at work.

4. *Early closing.* Early closing created a minor problem in that the afternoon program must begin operation earlier than normal and yet

continue until the regular closing time. While this problem is relatively easy to handle, it does require additional staff time.

5. *Late pick-up.* Fortunately this problem has been rare, but it has caused our operators to remain until as late as 7 p.m. on occasion. Parents are charged an additional fee when this occurs, which perhaps helps to keep this in line.

6. *Nonpayment of bills.* During 1987-1988 this program had receipts of almost $55,000. However, as of June 1988, $1,770.50 was outstanding. If a bill has not been paid by the fifteenth of the month the child is barred from further participation. Arrangements can be made for certain hardship cases.

Jeanne Page
Executive Director
The Open Door of Baltimore, Inc.
Cockeysville, Maryland

In 1983 a county-wide random sample survey indicated that 8,000 children in grades kindergarten through grade three could use school-age child care programs. As a result the county developed a formal lease agreement that permits school space to be used for licensed child care programs. The county schools receive a rental fee of $2.50 per square foot per year, which includes utilities and custodial services. Programs provide liability coverage of $500,000 per occurrence of bodily injury and $100,000 per occurrence of property damage. They also provide separate telephone lines as well as all supplies, equipment, and furnishings.

As of September 1988 in the Baltimore County schools there were thirty-six licensed child care programs in operation: two provided care only after school, four provided before-and-after-school care. (Four centers did not provide information.) Of the 1,313 children enrolled in the programs, 24 percent were kindergarten children, 55 percent were in grades one through three, and 21 percent were in grades four through five.

Our company, Open Door Child Care, Inc., was formed in 1983 to address the need for licensed child care. We operate at eleven sites in the Baltimore area, serving 500 children. Hours of operation are from 7 a.m. until 6 p.m., Monday through Friday.

The curriculum and environment were custom designed for children ages two to eleven. Each "center" is an area furnished with equipment and supplies. In addition to the activity centers that provide choices for the children on an ongoing basis, we offer regularly scheduled special activities. Every week a different theme is assigned, such as "The Big Top" circus week, "Around the World in Five Days" ethnic week, and "All the World's a Stage"drama week. Each day a related craft activity is presented in both the morning and afternoon, with a total of ten crafts per week.Weather permitting, outdoor play is offered daily.

Morning and afternoon snacks are provided; the morning snack meets the federal nutritional guidelines for breakfast. We serve natural foods, fresh vegetables and fruits, whole juices, and minimum sugar and salt. We encourage parents to give their children breakfast before bringing them to the center because the morning snack is not served until between 8:30 a.m. and 9:00 a.m.

The staff in the centers are our greatest resource. Their caring and creativity nurtures the children's self-esteem. Staff:child ratio is enriched beyond the licensing standards at all of our sites. We have found the happiness of children and the quality of care to be related directly to a low staff:child ratio. Securing substitute teachers is handled by administration. Program quality control is assured through weekly observation visits by the program coordinator, an early childhood specialist. We provide professional training opportunities for our staff and fund their participation in at least one training session per year. Open Door also presents quarterly workshops on subjects such as behavior management, activity planning, health and safety, and communication to increase staff confidence in working with children.

Open Door, Inc., takes full responsibility for obtaining and retaining a license to operate as a child care center. We secure and pay for our own

liability insurance. We provide all accounting and secretarial services, and we order supplies and material.

We recruit four parents per site to meet quarterly to discuss the involvement of families in the program as well as to address any parental concerns.

Workshop 5

Coordination and Collaboration: Sharing Ownership and Success in the Development of School-Age Child Care Services

This workshop explored models of coordination and collaboration among public agencies and between the public and private sectors in order to support the development of school-age child care services. Blueprints for action were identified based on success in Maryland and around the country.

Diane Bell-McKoy
Director
Mayor's Office for Children and Youth
Baltimore, Maryland

The City of Baltimore was able to expand its bricks and mortar through the use of business techniques—partnerships and creative financing. Child care is indeed a business, and the same techniques can be applied in its service expansion and quality improvement. As one of the business partners, the city is very much aware of the need for expanded, improved school-age child care. It is committed to child care for both the development of children and its use to promote the growth of the city. But the city as a partner has little cash reserve, so efforts must concentrate on planning: identifying the need, identifying potential partners with resources to meet the need, identifying in-kind contributions, facilitating an awareness and buy-in of the need, facilitating partnerships, and coordination of efforts with all of the partners. The planning process considers certain situations and takes several steps.

1. The need for service is determined through a parent survey.
2. The types and locations of available services are documented.
3. Information on need and supply is applied to growth projections of numbers and areas of the city.
4. Barriers to expansion of existing services and quality improvements are identified.

    a. City agencies providing child care are surveyed for costs, staffing, and program issues.
    b. Private providers are surveyed for perceived barriers and needs for expansion.

Once all pertinent information is gathered, a determination must be made as to what roles will be played by which of the "business partners" in the removal of barriers to expanded and enhanced child care services. Some of the issues related to the goal of service expansion and some of the probable governmental players are as follows:

- *Rent abatement for school-age child care.* Partners are the Baltimore City public schools, social services department, real estate office, budget office, and the mayor's office.
- *Renovation of nonschool space.* Partners are city agencies that provide care, real estate office, planning department, and the mayor's office.
- *Start-up funds/technical assistance.* Partners are the state and the mayor's office.

Other issues lend themselves more to the participation of private sector business and foundation partners.

In addition to having the barriers removed by the business partners, city agencies must "buy-in" to the program. Brainstorming sessions and other discussion opportunities serve to accomplish this.

The next step is coordination of the elements to assure that all of the needed components are in place, that all of the partners' concerns are addressed, and that any new initiatives are compatible with existing services. However, the city's role as the coordinating agent is still incom-

plete. How does one help to insure that child care, once established, will be a viable and continuing service? We believe that can be accomplished successfully through the promotion of providers' business skills and utilizing other businesses that can provide that assistance. The Governor's Conference is one of those resources. Another will be "Child Care Is a Business," the conference Baltimore City's mayor is sponsoring.

These are a few ways in which a city government can assist in coordination and collaboration. Each week we are discovering new potential partners. It is through this type of partnership effort that we will have a win-win situation for children, families, and communities.

Helen Chaset
Coordinator, School Age Services
Community Use of Schools
Montgomery County, Maryland

In November 1986 the Montgomery County executive and Montgomery County public schools superintendent announced plans to develop a model program to combat the growing problem of latchkey children in Montgomery County. This latchkey initiative was intended to provide model programs after school as an alternative to an empty house. At the same time, however, the latchkey program was to strive to become financially self-supporting. The Interagency Coordination Board, Community Use of Schools, was designated to develop these model programs by coordinating and colocating youth services at school sites. This particular county agency was selected to develop the model sites because (1) it had an enterprise fund of income generated from user fees and (2) its policy board was composed of key agency and citizen representatives whose mission was to make school facilities available to the community and provide programs tailored to area needs.

The goal of the After-School Enrichment Program is to develop after-school programs for Montgomery County youth in grades four through eight by colocating and coordinating public and private resources that bring services to youth at school sites, and by supplementing existing

after-school offerings with site supervision, snacks, homework help and study skill-building, and contracted enrichment activities.

Programs are available five days a week in elementary schools and two or three days a week in the intermediate, middle, and junior high schools. The program operates in seventeen school locations. Parent fees supplement public funding.

Marti Worshtil
Education Specialist
Commission for Children and Youth
Prince George's County, Maryland

Since many of the programs that have been established in Prince George's County are in response to unique situations that have arisen, I thought it would be useful to briefly describe the county. You can decide if our solution may be applicable to your area.

Prince George's County is a sprawling county from the urban borders on the Washington, D.C. line to a suburban and rural area in the south that is experiencing transportation problems. It has a high degree of development, with child care addressed not only as a need but also as a necessary amenity. Prince George's County has a population of nearly 700,000, and more than one-third are minors.It has the highest number of working women in the nation and, most importantly, it has top level support for increasing child care services from County Executive Parris Glendening, Superintendent of Schools John Murphy, department heads, and many business leaders.

The county public schools are under a court-ordered desegregation plan. Magnet schools are used to avoid massive busing, and school-age child care centers are in some of these schools. One hundred seventy-three schools are still involved in busing large numbers of students whose parents have chosen magnet schools outside of their districts. After several years of decline, the enrollment/school population is increasing.

There is a high degree of interagency coordination among our county agencies, which was a major consideration when the county was chosen as the pilot area for the Casey project. The county executive created the office in which I work, the Commission for Children and Youth, as an outgrowth of the Children's Council. One of the mandates to the office is to promote further interagency coordination regarding children and youth services. Based on this extensive cooperation, the issue of child care is being addressed by many of our agencies.

Prince George's County Public School System

- Extended day magnet schools were established.
- A school board resolution requires the school system to establish a before-and-after-school child care program in every school where parents so request, operated by the school system and using parent-generated fees.
- Thirteen schools have school-age child care programs with a total enrollment of some 1,000 schoolagers.

Mental Health Association of Prince George's County

- "Care-Line" serves fifty latchkey children daily.

Library

- The "Home Safe" education program is for latchkey children.

Parks and Recreation

- The Maryland-National Capital Park and Planning Commission (MNCPPC) is moving into child care operations with five school-age child care sites, the county employees' child care center, and two more proposed government-sponsored centers.

YMCA

- The "Y" has twelve school-age child care programs.

When a school-age child care needs assessment was requested by the legislature the Commission for Children and Youth was assigned the task to conduct it. It was shocking to find that 32,944 school-age children have no formal child care arrangements before and after school. The study documented that parents overwhelmingly prefer low-cost, school-based care. This is not an unexpected finding,however.

Where do we go from here? Several directions are indicated given our experiences to date. We realized from completing the needs assessment that service models for school-age child care already are in place in the county. And that while we enjoy cooperative efforts among the relevant agencies, the services could be enhanced with more collaboration. Also, most agencies agree that this county is severely underfunded for purchase-of-care slots. It is accepted as well that programming for the middle-school child is necessary and must be pursued. Yet another point of agreement is that in neighborhoods where children are attending the local comprehensive school, family day care homes should be utilized.

The needs assessment that the Commission for Children and Youth completed has received many positive comments. The county executive and many department and agency heads in the county have indicated that they support the implementation of the suggestions made here.

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Marti Worshtil	Commission for Children and Youth
Lynn Baldwin	
Liz Hawkins	Legislative Assistant to Delegate Juanita Miller
Carolyn Finney	Regional Office of Child Care Licensing and Regulation

QUEEN ANNE'S

Dr. Nancy Henry	Public Schools
Cheryl Washington	Children's Council
Eugenie Zorn	Children's Council

SOMERSET

Stephanie Tawes	County Commissioner's Office

ST. MARY'S

William Burroghs	Public Schools
Joan Marsh	Regional Office of Child Care Licensing and Regulation
Jane Sullivan	Public Schools
Wayne Guy	Children's Council

TALBOT

William Wade	Department of Social Services
Margaret Hicks	Public Schools

Sherry Sutton	Regional Office of Child Care Licensing and Regulation

WASHINGTON

Leslie Hobbs	Board of Education
Mary J. O'Brian	Regional Office of Child Care Licensing and Regulation
B. Marie Byers	Board of Education
Del. Peter Callas	State Legislature
Robin Spaid	Chapter II

WICOMICO

Leslie Hughes	Public Schools
Ken Layfield	Public Schools
Gary Mackes	Department of Parks and Recreation
John Terrell	Department of Parks and Recreation

WORCESTER

Teresa Hammerbacker	Public Schools

MISCELLANEOUS

Governor William Donald Schaefer	
Joanne Carter	Maryland State Department of Education
Beverly Correlle	Maryland State Teachers Association
Anita Delaporte	Office for Children and Youth
Ginger Eckroade	Maryland State Department of Education
J. Randall Evans	Department of Employment and Economic Development
Ann Feldman	Maryland Committee for Children
Shelia Draper	Maryland State Department of Education
Dorothy V. Harris	Office for Children and Youth
Eleanor Kopchick	Department of Health and Mental Hygiene
Dianne Madoni	Office for Children and Youth
Sally Michel	Council on Early Childhood Development
Karen Nettler	Office for Children and Youth
Mary Nicholsome	Maryland State Department of Education
Mary Bea Preston	Maryland State Department of Education

Steve Rohde	Office of Child Care Licensing and Regulation
Desi Sapounakis	Department of Health and Mental Hygiene
Barbara Scherr	Office for Children and Youth
Wanda Schloeder	Governor's Office on Volunteerism
Judy Sachwald	Governor's Office
Janet Singerman	Maryland Committee for Children
Dr. Joseph Shilling	State Superintendent of Education
Joseph Showell	Maryland State Department of Education
Sandy Skolnick	Maryland Committee for Children
Anthony South	Maryland State Department of Education
Barbara Tayman	Department of Human Resources
Mary Wilmer	Maryland State Department of Education
Frances Witt	Maryland State Department of Education
Pamela Corckran	Junior League of Baltimore
Jim Shaw	
Monika Robertson	
Sherrie Fuchs	Office of Child Care Licensing and Regulation
Marge Kramer	Bergen County, New Jersey
Roberta Newman	McLean, Virginia
Barbara Schuyler Elder	

RESOURCE REQUEST FORM

The Governor's Office for Children and Youth has additional information available about the Governor's Conference on School-Age Child Care and other aspects of school-age child care. If you would like to have a copy of the materials listed below, please contact:

Barbara Schuyler Elder
Child Care Specialist
Governor's Office for Children and Youth
301 W. Preston St., Suite 1502
Baltimore, MD 21201
(301) 225-4160

Materials Available

- Conference program
- Results of participant evaluation of conference
- School-age child care bibliography
- House Bill 1071, School-Age Child Care Needs Assessment (1987 legislative session)
- *A Summary and Analysis of the Responses from Maryland's Jurisdictions to House Bill 1071*
- House Bill 187, Before- and After-School Child Care Delivery Plan (1989 legislative session)

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